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ABSTRACT

A national survey was made of the status of physical education and recreation opportunities for mentally retarded children in public schools. Questionnaires were sent to 4,022 school superintendents, principals, or teachers. The results are based on 1,589 responses (37.6%) from these individuals. The final report is presented in 11 sections: a) General Summary, b) Primary Schools, c) Elementary Schools, d) Junior High Schools, e) Senior High Schools, f) Enrolled with Normal Pupils, g) Schools Including All Grades, h) Boys in Physical Education with Normal Pupils, i) Boys in Physical Education Classes Separate from Those for Normal Pupils, j) Girls in Physical Education with Normal Pupils, and k) Girls in Physical Education Classes Separate from Those for Normal Pupils. (Author)

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The final report of this national survey presents status of physical education and recreation opportunities provided mentally retarded children in the nation's public schools. Questionnaires were sent to 4,022 school superintendents, principals, or teachers; results are based on 1,589 responses (37.6 percent) from these individuals. The final report is presented in 11 sections: (1) General Summary; (2) Primary Schools; (3) Elementary Schools; (4) Junior High Schools; (5) Senior High Schools; (6) Enrolled with Normal Pupils; (7) Schools Including All Grades; (8) Boys in Physical Education with Normal Pupils; (9) Boys in Physical Education Classes Separate From Those for Normal Pupils; (10) Girls in Physical Education with Normal Pupils; and, (11) Girls in Physical Education Classes Separate From Those for Normal Pupils.

Descriptors: Physical Education; Adpated Physical Education; Recreation; Mentally Retarded Students; National Survey

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see p.3

Spring, 1966

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Digest of Findings of a National Survey Supported by a Grant from
The Joseph P. Kennedy, Jr. Foundation
David K. Brace, Ph.D., Research Consultant

This digest is being sent to respondents, as promised. Please be sure that this report is seen by your superintendent, your school principal, your supervisor of special education, and other teachers of the mentally retarded.

Five thousand, eight hundred and sixty-four copies of a printed four page questionnaire, with return stamped envelopes, were sent to 4,022 superintendents, principals, and teachers whose names and school addresses were obtained from State Directors of Special Education in each of the 50 states and District of Columbia. Responses were received from 1,721 persons representing individual public schools or public school systems, being 29.5% of all questionnaires sent, and 42.7% of those sent to the 4,022 individuals. Some returns were blank, or schools had no mentally retarded, or were received too late to be included in the tabulation. However, 1,589 questionnaires were received in usable form, card punched and machine tabulated, representing a 37.6% return of the questionnaires sent to individuals. This digest is based upon the 1,589 returns from individual school campuses. These data relate to gross frequencies only. The full report will include tabulation by type of school, school level, and if the educable and trainable mentally retarded (hereafter referred to as MR) are taught physical education (hereafter as PE) in classes with "normal" pupils or in separate classes. In interpretation of findings remember that they are from questionnaire data.

TYPES OF SCHOOLS

Schools enrolling both "normal" and MR = 1,389; Schools for Special Education only = 25; Schools for MR only = 43; Schools for Educable only = 41; Schools for Trainable only = 79. Returns were from three population areas: 406 from areas under 10,000; 821 from areas of 10,000 to 100,000; and 317 from areas over 100,000; with 45 NR (no returns). Mentally retarded pupils numbered 14,540 of whom approximately half were boys. School levels were: Primary (grades K,1-3) = 40; Intermediate (grades 4-6) = 12; Elementary (grades K,1-8) = 754; Junior high (grades 7-9) = 295; Senior high (grades 7-12) = 222; Schools with all grades = 104; Un-graded schools = 156; NR = 6.

TEACHERS OF PHYSICAL EDUCATION AND CLASS PERIODS PER WEEK

Physical education was taught in classes in which were MR by 1,064 men, and by 1,117 women. Years of teaching experience: 1-3 years = 276 men, and 223 women; 4-9 years = 434 men, 391 women; over 10 years = 248 men, and 223 women; NR = 436. The length of PE periods averaged 35.5 minutes for boys, and 26.7 minutes for girls. The mean number of periods of PE per week was 3.26, but 49% of the schools reported five periods per week.

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PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the MR is taught in classes SEPARATE from those for "normal" pupils: Boys = 39.9%, and Girls = 38.8%.
2. Physical education for the MR is taught in regular classes WITH "normal" pupils: Boys = 42.7%, and Girls = 41.0%.
3. Physical education for the MR is taught in classes with "normal" pupils, but the MR are given modified activities: Boys = 10.2%, and Girls = 10.3%.
4. Physical education for the MR is taught on some days with "normal" pupils, depending on the kind of activities scheduled: Boys = 7.6%, and Girls = 7.0%.
5. There is NO formal instruction in physical education for the MR, but free play is provided: Boys = 15.6%, and Girls = 14.6%.

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (Percentages of schools)	Never Taught	Occas-sion-a y	Regular-ly each week	Zero or NR
1. Basic movements, walking, skipping, hopping, etc.	7.3	44.0	40.0	8.7
2. Bowling on gym floor or alleys	51.3	21.6	4.8	22.3
3. Calisthenics, conditioning exercises, etc.	2.8	25.5	64.2	7.5
4. Corrective exercises (adapted physical education)	27.1	36.3	19.8	16.8
5. Combatives, hand contests, wrestling, tug-of-war, etc.	34.0	43.0	6.0	17.0
6. Games designed to teach, body parts, directions, etc.	7.4	46.7	36.6	9.3
7. Gymnastic apparatus, bars, horse, trampoline, ropes, etc.	32.8	40.6	12.6	14.0
8. Highly organized games, kickball, dodgeball, etc.	7.2	48.9	34.6	9.3
9. Musical play, singing games, rhythm band, etc.	16.7	42.9	28.9	11.3
10. Physical fitness tests, run, jump, throw, pullups, etc.	10.2	54.7	25.8	9.3
11. Racket play, tennis, badminton, paddle tennis, etc.	48.2	28.7	4.0	19.1
12. Rhythms, folk dance, social dance, marching, etc.	12.2	56.6	22.5	8.7
13. Simple games, lead-up games, chasing games, etc.	6.5	51.4	34.0	8.1
14. Stunts, tumbling, mimetics, pyramids, etc.	27.2	49.0	9.7	14.1
15. Swimming, diving, water games, boating, etc.	65.9	7.9	6.5	19.7
16. Team sports, softball, basketball, volleyball, etc.	14.7	45.4	30.0	9.9
17. Track and field, relays, long hikes, cross-country, etc.	33.4	42.6	8.2	15.8
18. Winter play, skating, sledding, etc.	72.0	5.9	10.0	21.1

FACILITIES AVAILABLE FOR MR IN PHYSICAL EDUCATION & RECREATION	ONE		TWO		THREE		ZERO OR NR	
	No.	%	No.	%	No.	%	No.	%
1. Play field, athletic field	924	58.1	235	14.8	86	5.4	270	17.0
2. Basketball court	698	43.9	290	18.2	73	4.6	407	25.6
3. Bowling alley	122	7.7	9	.5	1	.0	1452	91.4
4. Camp site	56	3.5	5	.3	4	.2	1517	95.5
5. Corrective exercise room	189	11.9	30	1.9	2	.1	1381	86.9
6. Gymnasium floor	825	51.9	189	11.9	28	1.7	500	31.5
7. Handball court or wall	195	12.2	61	3.8	6	.4	1304	82.1
8. Hard surface outdoor area	772	48.6	138	8.7	37	2.3	605	38.1
9. Running track and field	622	39.1	42	23.9	5	.3	908	57.2
10. Shower and dressing room	308	19.4	380	23.9	37	2.3	808	50.8
11. Swimming pool	179	11.2	11	.7	3	.2	1394	87.7
12. Softball diamond, baseball dia.	607	38.2	238	14.9	103	6.5	448	28.2
13. Tennis court	133	8.4	86	5.3	36	2.2	1340	84.2

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED	Number and Percentages			
	No.	%	No. Zero	%
1. Assorted size rubber balls	1391	87.5	198	12.5
2. Playground apparatus, slides, swings, jungle gym	855	53.8	734	46.2
3. Apparatus, horse, trampoline, slides	551	34.7	1038	65.3
4. Piano, record player, records, drums	1332	83.8	257	16.2
5. Roller skates, ice skates	101	6.3	1488	93.7
6. Play supplies, bean bags, ribbons, jump ropes	1164	73.2	425	26.8
7. Softballs, basketballs, volleyballs	1456	97.8	133	2.2
8. Tennis, Badminton, paddle tennis supplies	745	46.9	844	53.1
9. Table game supplies, box hockey, etc.	347	21.8	1242	78.2
10. Tumbling mats	1146	72.1	442	27.9

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs				Community Programs			
	BOYS		GIRLS		BOYS		GIRLS	
	No.	%	No.	%	No.	%	No.	%
1. Cook-outs, picnics, camping	237	14.9	229	14.4	336	21.1	320	20.1
2. Dramatics, story plays	627	39.4	615	38.7	120	7.5	121	7.6
3. Construction play, building	114	7.2	104	6.5	63	3.9	62	3.9
4. Music, sing-songs, rhythm bands	893	56.2	880	55.4	144	9.1	145	9.1
5. Nature play, trips, collections	569	35.8	551	34.7	153	9.6	153	9.6
6. Handcraft, weaving, modeling	1000	62.9	951	59.8	232	14.6	223	14.0
7. Painting, sand craft, drawing	1087	68.4	1054	66.3	199	12.5	201	12.6
8. Social parties, dancing	895	56.3	881	55.4	288	18.1	290	18.2
9. Swimming, water games, boating	182	11.4	173	10.9	316	19.9	306	19.2
10. Sports, tennis, softball, etc.	626	39.4	579	36.4	225	14.1	201	12.6

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Intramural team sports, (softball, soccer,etc.) on teams of MR only	196 ~~570~~	12.3 ~~35.8~~	132 ~~1018~~	8.3 ~~64.0~~	62 ~~1487~~	3.9 ~~93.5~~	44 ~~1063~~	2.8 ~~66.9~~
2. Intramural team sports (as above) on teams with "normal" pupils	~~535~~ ~~992~~	~~32.8~~ ~~62.4~~	~~412~~ ~~789~~	~~21.1~~ ~~49.6~~	~~235~~ ~~1170~~	~~14.9~~ ~~73.6~~	~~143~~ ~~718~~	~~9.0~~ ~~45.2~~
3. Intramural team sports on teams of MR vs. teams of "normal" pupils	~~83~~ ~~702~~	~~5.2~~ ~~44.2~~	47	2.9	20	1.2	14	.9
4. Intramural recreation sports(Tennis, Bowling) on teams of MR only	66	4.1	56	3.5	39	2.4	34	2.1
5. Intramural recreation sports (as above) on teams with "normal" pupils	356	22.4	315	19.8	120	7.5	95	6.0
6. Interschool team sports of MR vs. teams of MR from other schools	39	1.8	23	1.4	157	9.9	361	22.7
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools in same city	335	21.1	359	22.5	330	20.7	186	11.7
8. Interschool recreation sports vs. teams ofMR in same city	236	14.8	158	9.9	198	12.4	162	10.2
9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools	422	26.5	231	14.5	173	10.9	254	16.0
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from schools in same city	337	21.2	173	10.9	266	16.7	350	22.0

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE BOYS No.	EDUCABLE BOYS %	EDUCABLE GIRLS No.	EDUCABLE GIRLS %	TRAINABLE BOYS No.	TRAINABLE BOYS %	TRAINABLE GIRLS No.	TRAINABLE GIRLS %
1. Medical examinations are given annually	336	21.1	332	20.9	139	8.7	140	8.8
2. Medical examinations are given periodically, every 3 or 4 years	405	25.5	394	24.8	124	7.8	121	7.6
3. Medical exams are given at entrance and when referred by teachers,nurses	709	44.6	695	43.7	222	13.9	221	13.9
4. There is daily observation of health signs by teachers or nurse	1115	72.2	1095	68.9	348	21.9	342	21.5
5. Physical fitness tests are used (such as AAHPER Youth Fitness Test Manual)	546	34.4	521	32.8	71	4.5	70	4.5
6. Height and weight are recorded at regular intervals	1106	69.6	1083	68.1	324	20.4	319	20.1
7. Grades on achievement in PE are given at regular intervals	913	57.4	894	56.3	136	8.5	130	8.2
8. There is a plan for evaluating improvement in growth and development	750	47.2	743	46.7	213	13.4	210	13.2
9. There is a plan for evaluating social and emotional development	696	43.8	687	43.2	226	14.2	225	14.1

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED	YES No.	YES %	NO No.	NO %	ZERO OR NR No.	ZERO OR NR %
1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	1107	69.6	285	17.9	197	12.5
2. Can Trainable mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	79	4.9	1014	63.9	299	18.9
3. Can EDUCABLE and TRAINABLE mentally retarded be taught satisfactorily in the same PE classes?	337	21.2	731	46.0	222	13.8
4. Should PE teachers with MR pupils in classes have professional preparation for work with MR?	1404	88.3	89	5.6	96	6.1
5. Should teachers of MR whose duties include teaching PE have some preparation in PE?	1469	92.4	37	2.3	83	5.3
6. Would you prefer MR taught PE by regular PE teachers even if they have no preparation for the MR?	1002	63.1	458	28.8	129	8.1

OPINIONS ON INSTRUCTION IN PE (cont.)

	YES		NO		ZERO OR NR	
	No.	%	No.	%	No.	%
7. Should recreation leaders with MR have preparation in recreation for the MR?	1428	89.9	37	2.3	124	7.8
8. Should all workers with the MR have a basic understanding of PE and recreation?	1399	88.0	100	6.3	90	5.7
9. Should colleges add special courses in PE and recreation for work with the MR?	1391	87.5	81	5.1	117	7.4
10. Do you feel that instruction in PE and recreation can help social and emotional develpment of the mentally retarded?	1531	96.3	3	.2	55	3.5

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequenly mentioned were: a special teacher of physical education; more facilities and equipment; more time for physical education; improved understanding of the mentally retarded; better grouping by chronological age; more time for physical education for the mentally retarded by themselves.

SUMMARY

1. One fourth of the returns are from areas of under 10,000 population.
2. Half of the schools are of elementary level, where facilities for physical education are meager and special teachers of physical education are relatively few.
3. Approximately the same percentages of mentally retarded are taught PE in classes with "normal" pupils as are taught in separate classes.
4. Physical education for the mentally retarded is limited as to content as indicated by the report that in 40 or more per cent of the programs the only activities taught regularly each week are basic movements and calisthenics.
5. One third or more of the schools never teach swimming, racket games, bowling, combatives, gymnastic apparatus, track and field, or winter play.
6. Facilities for physical education are inadequate. Less than one fourth of the schools report having a corrective exercise room, shower and dressing room, bowling alley camp site, handball court or wall, tennis court, or swimming pool.
7. The most frequently reported equipment and supplies for physical education are: play supplies, tumbling mats, assorted sized rubber balls, piano, record player, and softballs.
8. Participation in competitive sports is pretty well limited to intramural team sports, however, the surprisingly large participation in intramural team sports under community sponsored programs may indicate confusion on the part of respondents because not many communities sponsor what would be called intramural team sports.
9. As to recreation activities, half or fewer of the schools report cook-outs and picnics, dramatics, construction play, nature play, swimming, and sports.
10. Medical examinations are given regularly or periodically in only one fourth of schools.
11. However, daily observation of health signs is reported in nearly three fourths of the schools for the educable mentally retarded.
12. In general better attention to health matters is reported for educable retarded pupils than for the trainable mentally retarded.
13. There is a strong belief that educable retarded can be taught physical education successfully in classes with "normal" pupils, but that the trainable cannot.
14. There is a strong belief that physical education teachers who have mentally retarded pupils in classes should have professional preparation for work with the retarded.
15. Almost ninety per cent of respondents feel that all workers with mentally retarded should have a basic understanding of physical education and recreation.
16. There is a strong feeling that colleges and universities should add special courses in physical education and recreation for work with the mentally retarded.
17. Almost 100 per cent feel that instruction in physical education and recreation can help social and emotional development in the mentally retarded.
18. A strong plea is made for more teachers of physical education, more time for instruction, better facilities, and better grouping by chronological ages.

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American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a Survey Supported by a Grant from The Joseph P. Kennedy Jr. Foundation

David K. Brace, Ph.D., Research Consultant

GENERAL SUMMARY

This final report consists of VI Sections, plus this general summary. On December 28, 1965 the writer was appointed Research Consultant for the project on Recreation and Fitness for the Mentally Retarded being conducted by the AAHPER assisted by a grant from The Joseph P. Kennedy Jr. Foundation. He was instructed to prepare a questionnaire survey in an attempt to reveal something of the status of instruction in physical education and recreation for mentally retarded pupils in the public schools of this country. Following discussions and advice from personnel in the National Education headquarters, and the AAHPER a four page printed questionnaire was prepared (see enclosure) and 8,000 copies were run off.

State Directors of Special Education in each of the 50 states and District of Columbia were asked to furnish lists of the names of principals and school addresses of schools in which mentally retarded pupils were enrolled. When the lists were obtained some gave only the names of superintendents in school systems with mentally retarded pupils in public schools, others gave the names of school principals, and others the names of teachers of mentally retarded puils. From these lists a random sampling of 5,864 questionnaires were sent to 4,022 superintendents, principals, or teachers. Along with each questionnaire, or packet of questionnaires, a covering letter was enclosed to the superintendent, principal, or teacher as the case might be, and enclosed was a stamped addressed return envelope. All questionnaires were mailed by April 4, 1966.

Responses were received from 1,721 persons representing individual public schools or public school systems, being an return of 29.5% of all questionnaires sent, 42.7% of those sent to the 4,022 individuals. Some returns were blank, or schools had no mentally retarded, or were received too late to be included in the tabulation. However, 1,589 returned questionnaires were received by June 15,1966, and were card punched and machine tabulated, representing a 37.6% return of the questionnaires sent to individuals. The machine work was done at the Computation Center at The University of Texas.

A digest of the findings based upon the 1,589 returns from individual schools was prepared in printed form on a single sheet of four pages folded for insertion in a #10 envelope. Some 1,700 copies of the digest were mailed with a copy to each person responding. The digest was based upon the 1,589 returns and related to gross frequencies only. Returns were received from every state and the District of Columbia including one from Alaska. In interpreting the findings remember that they are from questionnaire data.

TYPES OF SCHOOLS

Schools enrolling both "normal" and mentally retarded (MR) pupils = 1,389; schools for SPECIAL EDUCATION only = 25; schools for MENTALLY RETARDED only = 43; schools for EDUCABLE retarded only = 41; schools for TRAINABLE RETARDED = 79; no returns (NR) = 12.

Returns were from three population areas: 406 from areas under 10,000 population; 821 from areas of 10,000 to 100,000; and 317 from areas of over 100,000; NR = 45.

Separate tabulations of the data have been made for each type or level of public school (see enclosed). Section I deals with PRIMARY schools (grades K,1-4), N = 40. Section II deals with ELEMENTARY schools (grades K, 1-8) N = 754. Section III deals with JUNIOR HIGH schools (grades 7-9), N = 295. Section IV deals with SENIOR HIGH schools (grades (grades 8-12), N = 222. Section V deals with schools in which mentally retarded were ENROLLED WITH "normal" pupils, N = 1,389. Section VIdeals with schools listing ALL GRADES, N = 104. Section * VII covers schools in which the mentally retarded took physical education in classes SEPARATE from those for "normal" pupils. Section VIII* covers schools in which mentally retarded took physical education in classes WITH "normal" pupils, N = . Data on INTERMEDIATE SCHOOLS (grades 4-6), N = 12, not tabulated.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mentally retarded receive more time in physical education in junior and senior high schools than in primary and elementary schools by an average of 10 minutes per class. There were more periods of physical education reported per week for junior and senior high schools than for primary and elementary schools. Pupils received no formal instruction in physical education in primary and elementary schools in 35% and 20% of the schools, compared with 4% and 8% for junior and senior high schools respectively. Since apparently the bulk of mentally retarded pupils are in primary and elementary schools it seems that the data of this survey would indicate that nearly one third of the mentally retarded pupils in the lower grades receive no instruction in physical education.

When physical education for the mentally retarded is taught in classes with "normal" pupils an appreciably larger per cent of junior and senior high schools report giving the mentally retarded modified activities in physical education than is the case with primary and elementary schools, as 17% and 14% compare with 4% and 7%. However, physical education for the mentally retarded is taught in separate classes from those for "normal" pupils in 50% of the primary and elementary schools compared with 16% and 12% for junior and senior high schools.

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION

Based upon replies from three-fourths of the schools as to activities taught occassionally or regularly in physical education the program for the mentally retarded consisted in primary and elementary schools of basic movements, calisthenics, games designed to teach directions,etc., musical play, rhythms, and simple games, with highly organized games and physical fitness testing added in elementary schools.

In junior and senior high schools a richer curriculum in physical education was offered with the addition of team sports, stunts and tumbling, track and field, and some gymnastic apparatus.

Activities not included to an appreciable extent in any of the school levels include bowling, corrective exercises, combatives, racket games, swimming, and rhythms in senior high schools.

FACILITIESAVAILABLE FOR MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION

Two thirds of the primary and elementary schools report to have a play field or athletic field. One half of the primary schools have a hard surface outdoor area. One half of the elementary schools also report a gymnasium floor, *

* These Sections are to come later, if possible

a basketball court, and nearly one half report a softball diamond.

The junior and senior high schools report more facilities for physical education than do primary and elementary schools. Three-fourths of the junior and senior schools report: play fields and athletic field, basketball courts, gymnasium floors, running tracks, shower and dressing rooms,and softball or baseball diamonds. One half of the junior high schools also report a hard-surface outdoor area, and half of the senior high schools report a hard surface outdoor area and tennis courts.

More than three-fourths of all schools do not have the following facilities: Bowling alleys or bowling on gym floors, camp sites, corrective exercise rooms, handball courts or walls, and swimming pools.

EQUIPMENT AND SUPPLIES AVAILABLE IN PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED.

Three-fourths of all schools report to have the following: assorted sized rubber balls,piano or record player, and softballs, volleyballs,etc. The same percentages of primary, elementary, and junior high schools also report the same percentages of play supplies. Tumbling mats are reported in a majority of all schools. Supplies for tennis, volleyball, soccer, etc., are reported in a majority of junior and senior high schools. Two-thirds of the primary and elementary schools report to have playground apparatus. Gymnastic apparatus is very limited in a majority of the schools reporting.

RECREATION ACTIVITIES AVAILABLE FOR THE MENTALLY RETARDED PUPILS

In 50% or more of the schools reporting, the primary and elementary schools reported that music, handcraft, painting, and social activities were available. The junior high schools reported handcraft, painting, social parties, and sports, The senior high schools reported in the same percentages only painting, social parties, and sports. Fewer than half of the schools reported to have cook-outs, dramatics, construction play, nature play, and swimming.

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED

From about one fifth to one third of the schools report that the mentally retarded have an annual medical examination. A slightly more common practice is to give medical examinations periodically every three or four years. About half of the schools have medical examinations given at entrance and when pupils are referred by teachers or nurses. Three-fourths of the schools report daily observation of pupils for signs of possible health disorders. Three- fourths of the junior and senior high schools report to give grades on achievement in physical education , but in primary and elementary schools this is done much less frequently.

PHYSICAL FITNESS TESTING

Physical fitness testing is reported in one-fourth of the primary schools, one-third of the elementary schools, about in two-thirds of the junior high schools, and in a little more than half of the senior high schools. Height and weight are recorded at regular intervals in three-fourths of all schools. A majority of schools at all levels report that there is a plan for evaluating growth and development and for evaluating social and emotional development of the mentally retarded.

PARTICIPATION OF MENTALLY RETARDED PUPILS IN COMPETITIVE SPORT PROGRAMS

The questionnaire requested information about participation of mentally retarded pupils in intramural sports and in interschool athletics, both in school programs and community programs. It was discovered after sending out the digest of findings that there is considerable doubt about the extent of participation reported due to errors in programming or in the computer. This is being checked. It would appear that there is some participation of the mentally retarded on teams with "normal" pupils in intramural team sports and in interschool team sports. There is also some participation with "normal" pupils in intramural recreation sports.

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED

There is very strong opinion on the part of the respondents that the educable mentally retarded can be taught physical education successfully in classes with "normal" pupils, but that the trainable retarded can not be taught with "normal" pupils, and that the trainable and educable mentally retarded should not be taught in the same classes. There is from 85% to 95% agreement that physical education teachers who have mentally retarded in classes should have some professional preparation for work with the mentally retarded. There is an equally strong feeling that all teachers with mentally retarded pupils in their classes should have a basic understanding of physical education and recreation.

There is an 85% agreement that colleges and universities should add courses in physical education and recreation for all workers with the mentally retarded pupils in public schools. There is a belief that is nearly unanimous on the part of respondents at all school levels that instruction in physical education and recreation can help the social and emotional development of mentally retarded pupils.

PRINCIPAL SHORTCOMINGS OF SCHOOL PROGRAMS IN PHYSICAL EDUCATION FOR MENTALLY RETARDED PUPILS AS REVEALED BY THE SURVEY

1. Many more teachers of physical education are needed, and these should have professional preparation for work with the mentally retarded.

2. There is a need for all teachers with mentally retarded pupils in their classes to have a better understanding of the mentally retarded.

3. The mentally retarded should be taught in physical education classes with "normal" pupils at least part of the time, but modified activities suitable to the mentally retarded should be ~~should be~~ provided to a greater extent. There should be some instruction in physical education for mentally retarded pupils in classes separate from those with "normal" pupils.

4. There should be instruction in physical education for all pupils, especially the younger ones, and there should be a daily period of physical education for all pupils in public schools.

5. The program of activities in physical education for the menatlly retarded should be enriched. Skills in recreation sports should be taught, at least in junior and senior high schools.

6. Instruction in swimming is strikenly lacking. Studies have shown that swimming is the best liked recreation activity, and is especially suitable for the mentally retarded.

7. There is a marked deficiency in gymnasiums and play room in primary and elementary schools. All schools of 300 or more enrollment need a gymnasium, playfield, showers and dressing rooms, corrective exercise room, hard surface outdoor area, running track, softball diamonds, and a swimming pool if at all possible.

8. A greater variety of recreation activities is needed. more day-camping and summer camping is an especial need.

9. More opportunity is needed for participation by mentally retarded pupils in intramural sports programs, and more opportunity for the mentally retarded to participate on teams with "normal" pupils, in both team sports and intramural recreation sports.

10. There is a need for more medical health services in public schools with mentally retarded pupils, as well as for all pupils.

11. Physical fitness testing should be increased for all mentally retarded pupils.

12. Colleges and universities should be encouraged to add courses in physical education and recreation for all workers in special education and for all workers with the mentally retarded.

CHARACTERISTICS OF A GOOD PROGRAM OF PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

On the basis of findings in this survey it is the opinion of this research consultant that the following would be found in good school programs:

1. The educable mentally retarded are taught physical education in classes with "normal" pupils part of the time and by themselves part of the time.

2. There is a daily period of not less than 45 minutes of physical education, with the mentally retarded having one or two of the periods by themselves.

3. Mentally retarded pupils are grouped chronologically for physical education within a four or five year span.

4. Teachers of physical education with mentally retarded pupils in their classes have had special preparation for instructing mentally retarded,

5. There is a program of health instruction for the mentally retarded in each school year.

6. Medical examinations by family physicians, or by school physicians, are given the mentally retarded before entrance to schooling and each year thereafter. This is supplimented by examinations when pupils are referred by teachers or nurses. There is daily observation of pupils by teachers for signs of possible health disorders.

7. Facilities for physical education and recreation, depending on the enrollment and level of the school, includes adequate play and athletic fields, a gymnasium, shower and dressing rooms, corrective exercise room, hard surface outdoor area suitable for tennis courts, running track an d field, and swimming pool.

8. Equipment and supplies for physical education and recreation are provided in sufficient amounts and kind to supply the program, and so that there is no waiting by pupils for activity.

9. Recreation leaders for the mentally retarded have a college major in recreation, and some special instruction for work with the mentally retarded.

10. All schools and especially those with mentally retarded pupils have a program rich in opportunities for pupil recreation. There is a good intramural sports program under trained leadership for both boys and girls, with special attention paid to mentally retarded participants who compete on teams with "normal" pupils.

11. Teachers who have mentally retarded pupils in their classes have had some professional preparation in physical education and recreation especially oriented for work with the mentally retarded.

12. The mentally retarded live in a community with a good year around and summer recreation program which provides special attention to the needs of the mentally retarded. Such programs would have public playgrounds, public swimming pools, handcraft, music, dramatics, nature programs, social programs, art instruction, and all available to the mentally retarded, under trained recreation leaders.

American Association For Health, Physical Education and Recreation,
A Department of the National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a National Survey Supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D. Research Consultant

Final Report - Section I, PRIMARY SCHOOLS (grades K, 1-4)

The number of primary schools returning a questionnaire was 40. Of these 35 were schools in which physical education was taught the retarded in classes with "normal" pupils. All schools were coeducational. The 40 schools were located in 22 states, and came from population areas of under 10,000 = 18, areas of 10,000 to 100,000 = 18, and areas over 100,000 = 4.

Approximately 612 pupils were educable retarded, 195 were trainable retarded, a total of 807 mentally retarded boys and girls. They were taught physical education by 18 men and 21 women teachers. Of these teachers 6 men and 4 women had 1-3 years experience, 5 men and 12 women had 4-9 years experience, and 3 men and 6 women had more than 10 years experience.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The length of periods for boys was an average of 34.7 minutes per week, and periods for girls averaged 35.1 minutes per week. The mean number of physical education periods per week was 3.7, but 41.9 per cent of the schools had five periods per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils: Boys = 50.0%, and Girls = 47.5%.

2. Physical education for the mentally retarded was taught in classes with "normal" pupils: Boys = 17.5%, and Girls = 15.0%.

3. Physical education was taught in regular classes with "normal" pupils, but the mentally retarded were given modified activities: Boys = 5.0%, and Girls = 5%.

4. Physical education for the mentally retarded was taught on some days with "normal" pupils depending on the kind of activities scheduled: Boys = 10.0%, Girls = 10%.

5. There is no formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 35.0%, and Girls = 32.5%.

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ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never Taught	Occasionaly	Regularly each week	zero or NR
1. Basic movements, walking, skipping, etc.	0.0	25.0	67.5	7.5
2. Bowling on gym floor or in alleys	40.0	25.0	0.0	35.0
3. Calisthenics, conditioning exercises,etc.	2.5	25.0	35.0	12.5
4. Corrective exercises (adapted physical education)	25.0	22.5	35.0	17.5
5. Combatives, hand contests, tug-of-war, etc.	40.0	30.0	0.0	30.0
6. Games designed to teach, body parts, directions	2.5	37.5	45.0	15.0
7. Gymnastic apparatus, bars, tramooline, horse, etc.	32.5	22.5	5.0	30.0
8. Highly organized games, kickball, dodgeball, etc.	10.0	50.0	17.5	22.5
9. Musical play, singing games, rhythm band, etc.	5.0	47.5	37.5	10.0
10. Physical fitness tests, run, jump, throw, etc.	7.5	40.0	30.0	22.5
11. Racket play, tennis, badminton, paddle tennis,etc.	50.0	15.0	0.0	30.0
12. Rhythms, folk dance, marching, social dance,etc.	5.0	52.5	27.5	15.0
13. Simple games, lead-up games, chasing games, etc.	0.0	37.5	52.5	10.0
14. Stunts, tumbling, mimetics, pyramids, etc.	45.0	25.0	5.0	25.0
15. Swimming, diving, water games, etc.	65.0	2.5	2.5	30.0
16. Team sports, softball, volleyball, basketball,etc.	40.0	22.5	12.5	25.0
17. Track and field, relays, cross-country, etc.	47.5	25.0	0.0	27.5
18. Winter play, skating, sledding, etc.	67.5	2.5	0.0	30.0

FACILITIES AVAILABLEFOR MR IN PE AND RECREATION	ONE		TWO		THREE		ZERO OR NR	
	No.	%	No.	%	No.	%	No.	%
1. Play field, athletic field	25	62.5	2	5.0	3	7.5	11	27.5
2. Basketball court	10	25.0	4	10.0	0	0	26	65.0
3. Bowling alley	3	7.5	0	0	0	0	37	92.5
4. Camp site	0	0	0	0	0	0	40	100.0
5. Corrective exercise room	3	7.5	1	2.5	0	0	36	90.0
6. Gymnasium floor	15	37.5	32	5.0	1	2.5	22	55.0
7. Handball court or wall	3	7.5	1	2.5	0	0	36	90.0
8. Hard surface outdoor area	23	57.5	1	2.5	0	0	16	40.0
9. Running track and field	4	10.0	1	2.5	0	0	35	87.5
10. Shower and dressing room	4	10.0	7	17.5	0	0	29	72.5
11. Swimming pool	1	2.5	0	0	0	0	39	97.5
12. Softball diamond, baseball diamond	14	35.0	2	5.0	1	2.5	33	82.5
13. Tennis court	1	2.5	0	0	0	0	39	97.5

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED	Number and Percentages			
	No.	%	No. Zero	%
1. Assorted sized rubber balls	37	92.5	3 Zero	7.5
2. Playground apparatus, slides, swings, jungle gym	25	62.5	15	37.5
3. Apparatus, horse, trampoline, slides jungle gym	12	30.0	28	70.0
4. Piano, record player, drums, records	40	100.0	0	0.0
5 . Roller skates, ice skates, etc.	5	12.5	35	87.5
6. Play supplies, bean bags, jump ropes, indian clubs, ribbons	34	85.0	6	15.0
7. Softballs, basketballs, volleyballs, etc.	32	80.0	8	20.0
8. Tennis, volleyball, badminton, paddle tennis, supplies	6	15.0	34	85.0
9. Table game supplies, box hockey, etc.	7	17.5	33	82.5
10. Tumbling mats	32	80.0	8	20.0

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs				Community Programs			
	BOYS		GIRLS		BOYS		GIRLS	
	No.	%	No.	%	No.	%	No.	%
1. Cook-outs, picnics, day camping,etc.	20	20.0	8	20.0	10	25.0	10	25.0

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS no.	GIRLS %
1. Cook-outs, picnics, camping, etc.	8	20.0	8	20.0	10	25.0	10	25.0
2. Dramatics, story plays, acting, etc.	23	57.5	23	57.5	1	2.5	1	2.5
3. Construction play, trails, dams, etc.	6	15.0	6	15.0	2	5.0	2	5.0
4. Music, singsongs, rhythm bands, etc.	29	72.5	29	72.5	4	10.0	4	10.0
5. Nature play, trips, collections, etc.	18	45.0	18	45.0	4	10.0	4	10.0
6. Handcraft, weaving, clay modeling	36	90.0	5	12.5	6	15.0	6	15.0
7. Painting, drawing, sand craft, etc.	35	87.5	35	87.5	6	15.0	6	15.0
8. Social parties, dances, movies, etc.	22	55.0	22	55.0	6	15.0	6	15.0
9. Swimming, water games, boating, etc.	3	7.5	3	7.5	9	22.5	9	22.5
10. Sports, softball, tennis, soccer	6	15.0	6	15.0	5	12.5	5	12.5

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Intramural team sports, (softball, soccer, etc.) on teams of MR only	1	2.5	2	5.0	2	5.0	2	5.0
2. Intramural team sports (as above) on teams with "normal" pupils	6	15.0	4	10.0	3	7.5	1	2.5
3. Intramural team sports on teams of MR vs. teams of "normal" pupils	2	5.0	2	5.0	2	5.0	2	5.0
4. Intramural recreation sports (tennis, badminton) on teams of MR only	1	2.5	1	2.5	2	5.0	2	5.0
5. Intramural recreation sports (as above) on teams with "normal" pupils	4	10.0	4	10.0	2	5.0	2	5.0
6. Interschool team sports of MR vs. teams of MR from other schools	2	5.0	1	2.5	5	12.5	16	40.0
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools in same city	8	20.0	10	25.0	14	35.0	8	20.0
8. Interschool recreation sports vs. teams of MR in same city	13	32.5	10	25.5	6	15.0	11	27.5
9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools	13	32.5	7	17.5	7	17.5	12	30.0
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools	13	32.5	11	27.5	13	32.5	14	35.0

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE BOYS No.	EDUCABLE BOYS %	EDUCABLE GIRLS No.	EDUCABLE GIRLS %	TRAINABLE BOYS No.	TRAINABLE BOYS %	TRAINABLE GIRLS No.	TRAINABLE GIRLS %
1. Medical examinations are given annually	11	27.5	11	27.5	3	7.5	3	7.5
2. Medical examinations are given periodically, every 3 or 4 years	8	20.0	8	20.0	3	7.5	3	7.5
3. Medical exams are given at entrance and when referred by teachers, nurses	22	55.0	22	55.0	4	10.0	4	10.0
4. There is daily observation of health signs by teachers or nurse	33	82.5	33	82.5	8	20.0	8	20.0
5. Physical fitness tests are used such as AAHPER Youth Fitness Manual tests	10	25.0	10	25.0	1	2.5	1	2.5
6. Height and weight are recorded at regular intervals	33	82.5	33	82.5	8	20.0	8	20.0
7. Grades on achievement in PE are given at regular intervals	16	40.0	16	40.0	2	5.0	2	5.0
8. There is a plan for evaluating improvement in growth & development	17	42.5	17	42.5	6	15.0	6	15.0
9. There is a plan for evaluating social and emotional development	15	37.5	15	37.5	5	12.5	5	12.5

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED	YES No.	YES %	NO No.	NO %	ZERO or NR No.	ZERO or NR %
1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	26	65.0	6	15.0	8	20.0
2. Can TRAINABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	3	7.5	24	60.0	13	32.5
3. Can EDUCABLE and TRAINABLE mentally retarded be taught satisfactorily in same PE classes?	8	20.0	19	47.5	13	32.5
4. Should PE teachers with MR pupils in classes have professional preparation for work with MR/	38	95.0	1	2.5	1	2.5
5. Should teachers of MR whose duties include teachingPE have some preparation in PE?	38	95.0	2	5.0	0	0
6. Would you prefer MR taught PE by regular PE teachers even if they have no preparation for the MR?	25	62.5	14	35.0	1	2.5
7. Should recreation leaders with MR have preparation in recreation and MR for work with MR?	36	90.0	0	0	4	10.0
8. Should all workers with the MR have a basic understanding of PE and recreation?	36	90.0	1	2.5	3	7.5
9. Should colleges add special courses in PE and recreation for work with the MR?	32	80.0	4	10.0	4	10.0
10. Do you feel that instruction in PE and recreation can help social and emotional development of the mentally retarded?	39	97.5	1	2.5	0	0

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were: a special teacher of physical education; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; more time for the mentally retarded to be taught physical education in classes by themselves.

SUMMARY

1. The number of primary schools (40) is rather small as a basis for conclusions, however, the replies were from 22 states.
2. As regards population areas, 18 schools were from areas under 10,000; 18 schools were from areas of 10,000 to 100,000; and 4 schools were from areas over 100,000.
3. Thirty-five of the 40 schools had both "normal" and retarded pupils.
4. All 40 schools were coeducational.
5. In half of the schools physical education for the mentally retarded is taught in classes separate from those with "normal" pupils
6. The most frequently taught activities in physical education are: Basic movements, calisthenics, corrective exercises, games designed to teach body parts,etc., Highly organized games, musical play, physical fitness tests, rhythms, and simple games. This represents a fairly good program.
7. Facilities for physical education are limited since more than half of the schools report only a play field and a hard surface outdoor area.
8. The most frequently mentioned equipment and supplies for physical education were: assorted sized rubber balls, playground apparatus, pinano or record player, play supplies as bean bags, softballs, and tumbling mats.
9. Recreation activities available to the mentally retarded include in more than one half the schools: dramatics, music, handcraft, painting, social parties.
10. Medical examinations are given at entrance and when pupils are referred by teachers or nurses, daily observation of health signs, and height and weight are items that are checked by more than half the schools.
11. The belief that physical education teachers should have preparation for the mentally retarded, that workers with the mentally retarded need a knowledge of physical education, and that colleges should offer courses in physical education and recreation for workers with the mentally retarded are strongly supported.

American Association For Health, Physical Education and Recreation,
A Department of the National Education Association

PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by the Joaseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section II, ELEMENTARY SCHOOLS (grades K, 1-6, mostly 1-6)

The number of ELEMENTARY schools returning a questionnaire was 754, a mean of 14.5 from the states. Each state and the District of Columbia returned one or more questionnaires, from 1 to 34. Coeducational schools = 746, 1boys only, NR = 7. The schools came from population areas: under 10,000211, 28.0%; 10,000 to 100,000 = 377, 50.0%; over 100,000 = 145, 19.2%; NR = 21, 2.8%.

Mentally retarded came from schools with "normal" pupils = 730 schools, from schools for Special Education only = 3, entire school for MR = 4, entire school for Educable= 8, entire school for Trainable = 2, NR = 7. Approximately 27,005 of pupils were educable, and 6,607 were trainable, a total of approximately 29,612 MR. Schools enrolling "normal" and Educable only = 525, schools for "normal" and both educable and trainable = 165, schools; schools with "normal" pupils and trainable only = 56; NR=8.

Of teachers who taught some physical education, 1,465 were men, and 7,125 were women. As to years of teaching experience of teachers now teaching PE: Men; 146 from 1-3 years; 139 from 4 to 9 years; 64 over 10 years, WOMEN; 113 from 1 to 3 years; 114 from 4 to 9 y years; 92 from over 10 years; NR,Men = 405; NR Women = 435.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The length of periods for boys was 36.2 minutes, and for girls was 36.0 minutes, NR for boys = 173, for girls = 328. The mean number of periods per week was 3.7, although 48.5% of schools reported five periods of PE per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. PHysical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils; Boys = 52.2%, and Girls = 51.6%. NR = 360 for Boys, 365 G.

2. Physical education for the mentally retarded was taught in classes WITH "normal" pupils: Boys = 27.6%, and Girls = 26.2%. NR = 366 for boys; 546, for girls= 546.

3. Physical education was taught in regular classes WITH "normal" pupils, but the mentally retarded were given modified activities: Boys = 7.0%, and Girls = 7.3%. NR for boys = 701, for girls = 699.

4. Physical education for the mentally retarded was taught on some days WITH "normal" pupils; Boys = 11.0%, NR = 671; and for Girls = 10.1%, NR = 678.
depending on kind of activities scheduled:

5. There is NO formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 20.3%, NR = 601; and Girls = 19.2%, NR = 607.

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ACTIVITIES TAUGH THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never Taught	Occas-ionally Taught	Regular-lyeach week	Zero or NR
1. Basic movements, walking, skipping ,etc.	4.9	43.6	45.3	6.2
2. Bowling on gym floor or in alleys	23.3	55.4	18.5	3.8
3. Calisthenics, conditioning exercises, etc.	3.2	30.6	57.9	8.3
4. Corrective exercises (adapted physical education)	29.6	33.9	19.9	16.4
5. Combatives, hand contests, wrestling, tug-of-war, etc.	42.3	35.8	2.6	19.3
6. Games designed to teach, body parts, directions, etc.	5.9	47.7	37.7	8.7
7. Gymnastic apparatus, bars, trampoline, horse, ropes,etc.	40.9	32.7	9.5	16.8
8. Highly organized games, kickball, dodgeball, etc.	9.3	46.0	34.7	10.0
9. Musical play, singing games, rhythm band, marching, etc.	7.9	47.5	36.5	8.1
10. Physical fitness tests, run, jump, throw, pull-ups, etc.	14.7	51.2	24.1	10.0
11. Racket play, tennis, badminton, paddle tennis, etc.	64.7	12.4	1.4	21.5
12. Rhythms, folk dance, social dance, marching, etc.	10.8	57.8	23.7	7.7
13. Simple games, lead-up games, chasing games, etc.	2.4	48.5	43.7	5.8
14. Stunts, tumbling, mimetics, pyramid building, etc.	35.3	40.8	7.7	16.2
15. Swimming, water games, diving, boating, etc.	70.8	4.5	3.7	21.0
16. Team sports, softball, basketball, volleyball, etc.	21.5	43.7	23.4	11.4
17. Track and field, relays, long hikes, cross-country, etc.	45.1	33.0	3.9	18.0
18. Winter play, skating, sledding, etc.	72.5	5.4	1.0	21.0

FACILITIES AVAILABLE IN PE FOR MENTALLY RETARDED	ONE		TWO		THREE		ZERO OR NR	
	No.	%	No.	%	No.	%	No.	%
1. Play field, athletic field	494	65.5	88	11.7	21	2.8	135	17.9
2. Basketball court	368	48.9	104	13.8	22	2.9	233	30.9
3. Bowling alley	34	4.5	2	.3	1	.1	715	94.8
4. Camp site	21	2.8	3	.4	0	0.0	725	96.1
5. Corrective exercise room	54	7.1	2	.2	1	.1	695	92.1
6. Gymnasium floor	417	55.3	37	4.9	0	0.0	290	38.4
7. Handball court or wall	79	10.5	24	3.2	1	.1	647	85.8
8. Hard surface outdoor area	417	55.3	63	8.3	14	1.8	244	32.3
9. Running track and field	207	27.4	8	1.1	0	0.0	535	72.3
10. Shower and dressing room	115	15.2	73	9.7	6	.8	552	73.2
11. Swimming pool	45	5.9	4	.5	0	0.0	704	93.3
12. Softball diamond, baseball	321	42.6	91	12.1	42	5.6	339	44.9
13. Tennis court	38	5.0	22	2.9	5	.6	681	90.3

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED	Number and Percentages			
	No.	%	No.	%
1. Assorted sized rubber balls	699	92.7	55	7.3
2. Playground apparatus, slides, swings, jungle gym	513	68.0	241	32.0
3. Apparatus, horse, trampoline, ropes, slides	315	41.8	439	58.2
4. Piano, record player, drums, records	682	90.5	72	9.5
5. Roller skates, ice skates,etc.	32	4.2	722	95.8
6. Play supplies, bean bags, ribbons, jump ropes, etc.	633	83.9	121	16.1
7. softballs, basketballs, volleyballs, etc.	684	90.7	70	9.3
8. Tennis, badminton, volleyball, paddle tennis, supplies	217	28.8	537	71.2
9. Table game supplies, box hockey, etc.	105	13.9	649	86.1
10. Tumbling mats	486	64.4	268	35.6

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Cook-outs, picnics, camping	110	14.6	106	14.0	155	20.5	147	19.5
2. Dramatics, story plays, etc.	352	46.7	347	46.0	57	7.5	57	7.5
3. Construction play, trails, dams	64	8.5	59	7.8	28	3.7	29	3.8
4. Music, singsongs, rhythm bands	491	65.1	481	63.8	57	7.5	58	7.6
5. Nature play, trips, collection	322	42.7	314	41.6	64	8.5	63	8.4
6. Handcraft, weaving, modeling	506	67.1	490	64.9	98	12.9	94	12.4
7. Painting, drawing, sand craft	562	74.5	547	72.5	87	11.5	91	12.1
8. Social parties, dances, movies	411	54.5	406	53.8	116	15.4	118	15.6
9. Swimming, water games, etc.	58	7.7	56	7.4	131	17.4	126	16.7
10. Sports, softball, soccer, etc.	228	30.2	207	27.4	99	13.1	83	11.0

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Intramural team sports (softball, soccer) on teams of MR only	28	3.7	34	4.5	23	3.1	14	1.9
2. Intramural team sports (as above) on teams with "normal" pupils	188	25.0	42	5.6	86	11.4	20	2.7
3. Intramural team sports of MR vs. teams of "normal" pupils	16	2.1	18	2.4	10	1.3	7	.9
4. Intramural recreation sports (tennis) on teams of MR only	16	2.1	14	1.8	18	2.4	14	1.8
5. Intramural recreation sports on teams with "normal" pupils	93	12.4	73	9.7	33	4.4	26	3.4
6. Interschool team sports of MR vs. teams of MR from other schools	9	1.2	5	.6	53	7.0	172	22.8
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools	125	16.6	148	19.7	167	22.2	78	10.4
8. Interschool recreation sports vs. teams of MR in same city	129	17.1	76	10.1	71	9.4	84	11.1
9. Interschool recreation sports on teams with "normal" pupils vs. similar teams other schools	193	25.6	78	10.3	59	7.8	131	17.4
10. Interschool recreation sports on teams of MR vs teams of "normal" pupils from other schools	170	22.5	94	12.4	142	18.8	163	21.7

TEST AND EVALUATION PROCEDURES USED WITH MENTALLY RETARDED	EDUCABLE N = 525 BOYS No.	BOYS %	GIRLS No.	GIRLS %	TRAINABLE N = 221 BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Medical examinations given annually	135	25.7	135	25.7	70	31.6	70	31.6
2. Medical exams given periodically every three or four years	187	35.6	183	34.8	62	28.0	61	27.6
3. Medical exams given at entrance and when pupils referred	367	69.9	360	68.6	109	49.3	109	49.3
4. There is daily observation of health signs by teachers, nurse	573	75.9	568	75.3	172	77.8	171	77.4
5. Physical fitness tests are used such as AAHPER fitness tests	184	35.0	177	33.7	28	12.6	28	12.6
6. Height and weight are recorded at regular intervals	565	74.9	558	74.0	164	74.2	164	74.2
7. Grades on achievement in PE are given at regular intervals	366	69.7	362	68.9	67	30.3	66	29.8
8. There is a plan for evaluating improvement in growth, develop.	342	65.1	341	64.9	97	43.9	98	44.3
9. There is a plan for evaluating social, emotional development	332	63.2	330	62.8	103	46.6	103	46.6

OPINIONS ON INSTRUCTIONIN IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED	YES No.	YES %	NO No.	NO %	ZERO O R NR No.	ZERO O R NR %
1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	504	66.9	158	21.0	91	12.1
2. Can TRAINABLE MR be taught satisfactorily in PE classes with "normal" pupils?	29	3.8	504	66.9	220	29.3
3. Can EDUCABLE AND TRAINABLE MR be taught satisfactorily in same PE classes?	154	20.4	384	50.9	216	28.7
4. Should PE teachers with MR pupils in classes have professional preparation for the MR?	672	89.1	40	5.3	42	5.6
5. Should teachers of MR who teach PE have some preparation in PE?	697	92.4	19	2.5	38	5.1
6. Would you prefer MR taught PE by regular PE teachers even with no preparation for MR?	432	57.4	260	34.5	54	7.2
7. Should recreation leaders with MR have preperation in recreation and MR for the MR?	683	90.6	17	2.2	54	7.2
8. Should all workers with the MR have a basic understanding of PE and Recreation?	678	89.9	39	5.1	37	5.0
9. Should colleges add special courses in PE and recreation for work with the MR?	667	88.5	42	3.6	45	5.9
10. Do you feel that instruction in PE and recreation can help social and emotional development of the mentally retarded?	731	96.9	1	.2	22	2.9

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were: a special teacher of physical education; more facilities and equipment for physical education and recreation ; more time for physical education; improved understanding of the mentally retarded; more time for the mentally retarded to be taught physical education by themselves.

SUMMARY

L. Replies were received from every state and District of Columbia, from one reply from Alaska to 34 from north carolina and 33 from several states, a total of 754 and a mean reply of14.5.
2. As regards population areas, 211 schools were from areas of under 10,000, 377 schools were from areas of 10,000 to 100,000, and 145 schools were from areas of over 100,000 population, with 21 with NR.
3. Almost all schools (730) enrolled both "normal" and mentally retarded pupils.
4. There were approximately 27.005 educable boys and girls, and 6,607 trainable pupils
5. Teaching experience of teachers now teaching physical education was: Men, 1-3 years = 146; 4 to 9 years = 139; over 10 years = 64; WOMEN, 1-3 years = 113; 4 to 9 years = 114; over 10 years = 92. Total men = 349, and total women = 319, with men NR=405 and women NR = 435.
6. Half of the schools taught boys and girls in classes of physical education separate from those for "normal" pupils. The average length of physical education periods was 36 minutes for both boys and girls, The average number of periods per week was 3.7, with 48.5 per cent of schools having five periods per week.
7. The physical education curriculum consisted predominantly (2/3 or more) of: Basic movements; Calisthenics; Games designed to teach directions,etc.; Highly organized games; Simple games; Rhythms; and team sports. There is taught practically no bowling, corrective exercises, racket play, swimming, track and field, and winter play. Very little intramural or interschool participation is indicated.
8. Facilities are limited to play fields, gymnasiums floors, basketball coursts, outdoor hard surface areas, and softball diamonds. Equipment and supplies included rubber balls, playground apparatus, play supplies, record player or pianp, softballs; tumbling mats. The lack of swimming pools, gymnastic apparatus, is marked.

9. Recreation activities most frequently reported are: dramatics, music, handcrafts, painting, and nature play. However, only handcrafts, music, and painting was reported by as many as two-thirds of the schools.
10. One fourth of the schools report that medical examinations are given annually, but the common practice is to give medical examinations only when pupils are referred by teachers or nurses.
11. Three-fourths of the schools report daily observation of pupils for signs of possible health disorders.
12. Physical fitness tests are reported in only one-third of the schools.
13. Height and weight, grades on achievement in physical education, a plan for evaluating improvement in growth and development, a plan for evaluating social and emotional development are reported by two-thirds of the schools.
14. Respondents believe that educable retardates can be taught physical education in classes with "normal" pupils, but that trainables can not.
15. There is an almost unanimous belief that teachers of physical education should have preparation for work with the mentally retarded, that workers with mentally retarded should have preparation in physical education, that recreation leaders with mentally retarded should have professional preparation in recreation and in work with the mentally retarded, and that colleges and universities should add special courses in physical education and recreation for workers with the mentally retarded.

THE PRINCIPAL DEFICIENCIES APPEAR TO BE A LACK OF:

1. Better health supervision
2. Improved facilities for a richer program in physical education and recreation.
3. Teachers of physical education especially prepared for work with the mentally retarded.
4. A better balanced program of physical education, including instruction in swimming.
5. A daily period of physical education in all schools.
6. A program of physical education especially designed to meet the needs of the mentally retarded.
7. More provision for supervised intramural sports in elementary schools.

American Association for Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey suported by a grant from the Joseph P. Kennedy Jr. Foundation. David K. Brace, Ph.D., Research Consultant

Section III, JUNIOR HIGH SCHOOLS

This section of the report is based upon returned questionnaires from 295 Junior High schools (grades 7-9), from 45 states, a mean return of 6.55.

Returns from pupulation areas were: 44 from areas under 10,000; 188 from areas of 10,000 to 100,000; and 55 from areas of over 100,000 population, with NR = 8

Number of schools enrolling both mentally retarded and "normal" pupils = 288, schools for MR only = 1, schools for educables only = 5, NR = 1. Schools for educable only = 265; schools for trainables only = 3; schools with both educables and trainables = 30, NR = 2. Nearly all of the schools were coeducational = 290.

Educable mentally retarded pupils in the schools = approximately 10,355; schools enrolling trainable retarded = approximately 685 pupils. Men teaching physical education were approximately 1,810, and women were approximately 1,810.

As to teaching experience: MEN 1-3 years =53 or 17.9%, 4-9 years 132 or 44.7%, and over 10 years 76 or 25.7%; WOMEN 1-3 years = 69 or 23.4%, 4-9 115 or 39.0%, over 10 years 69 or 14.2%; Men had NR = 34 or 11.5%, and women had NR of 42 or 14.2%, a total of 590 teachers of physical education.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils; Boys = 16.9%, and Girls = 17.3%; NR for boys = 80.0% and for girls = 82.7%.
2. Physical education for the mentally retarded was taught in classes WITH "normal" pupils: Boys = 77.3%, NR = 22.7; and Girls = 75.2%, NR = 24.7%.
3. Physical education was taught in regular classes WITH "normal" pupils, but the mentally retarded were given modified activities: Boys = 17.5%, NR = ~~17.6~~ 82.5%, ~~X~~ and Girls = 16.6%, and NR = 83.4%.
4. Physical education for the mentally retarded was taught on some days WITH "normal" pupils depending on kind of activities scheduled: Boys = 4.4%, and NR = 95.6%, Girls = 4.4%, and NR = 95.6%.
5. There is no formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 4.1%, and NR = 95.9%; Girls = 2.7%, and NR = 97.3%.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The length of periods for boys averaged 46.5 minutes, and for girls averaged 38.9 minutes. The mean number of periods per week was 4.66, but 48.0% had five periods per week.

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ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never Taught	Occasionally	Regularly each week	Zero or NR
1. Basic movements, walking, skipping, etc.	13.2	53.2	4.1	9.5
2. Bowling on gym floor or in alleys	53.5	21.7	2.7	22.0
3. Calisthenics, conditioning exercises, etc.	1.0	19.0	76.9	3.1
4. Corrective exercises (adapted physical education)	32.2	36.3	14.6	16.9
5. Combatives, hand contests, wrestling, tug-of-war, etc.	21.0	59.6	10.5	8.9
6. Games designed to teach, body parts, directions, etc.	11.8	49.5	29.1	9.5
7. Gymnastic apparatus, bars, horse, trampoline, ropes, etc.	16.6	61.7	15.3	6.4
8. Highly organized games, kickball, dodge ball, etc.	2.7	54.9	37.6	4.8
9. Musical play, singing games, rhythm band, etc.	33.2	43.4	5.8	17.6
10. Physical fitness tests, run, jump, throw, pull-ups, etc.	2.4	64.7	29.2	3.7
11. Racket play, tennis, badminton, paddle tennis, etc.	26.1	54.9	5.8	13.2
12. Rhythms, folk dance, social dance, marching, etc.	16.3	64.1	9.8	9.8
13. Simple games, lead-up games, chasing games, etc.	12.2	61.0	16.6	10.2
14. Stunts, tumbling, mimetics, pyramids, etc.	12.2	70.8	11.2	5.8
15. Swimming, water games, diving, boating, etc.	67.5	8.8	5.4	18.3
16. Team sports, softball, basketball, volleyball, etc.	2.7	52.2	41.7	3.4
17. Track and field, relays, cross-country, long hikes, etc.	13.2	64.1	14.6	8.1
18. Winter play, skating, sledding, etc.	75.6	5.4	.7	18.3

FACILITIES AVAILABLE IN PE FOR MENTALLY RETARDED	ONE		TWO		THREE		ZERO OR NR	
	No.	%	No.	%	No.	%	no.	%
1. Play field, athletic field	156	52.9	68	23.0	28	9.5	27	9.1
2. Basketball court	123	41.7	87	29.5	27	9.1	21	7.1
3. Bowling alley	19	6.4	0	0	0	0	273	92.5
4. Camp site	4	1.3	0	0	0	0	290	98.3
5. Corrective exercise room	46	15.6	8	2.7	0	0	241	81.7
6. Gymnasium floor	173	58.6	74	25.1	7	2.4	31	10.5
7. Handball court or wall	47	15.9	19	6.4	1	.3	219	74.2
8. Hard surface outdoor area	134	45.4	32	10.8	6	2.0	120	40.7
9. Running track and field	192	65.1	14	4.7	2	.7	87	29.5
10. Shower and dressing room	92	31.2	154	52.2	15	5.1	28	9. 5
11. Swimming pool	40	13.6	2	2.7	1	.3	252	85.4
12. Softball diamond, baseball dia.	95	32.2	68	23.0	28	9.5	38	12.9
13. Tennis court	41	13.9	32	10.8	16	5.4	187	63.4

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (% of Schools)	Number & Percentages			
	No.	%	No.	% NR
1. Assorted sized rubber balls	237	80.3	58	19.7
2. Playground apparatus, slides, swings, jungle gym	68	23.1	227	76.9
3. Apparatus, horse, slides, trampoline, bars	63	21.4	232	78.6
4. Piano, record player, drums	212	71.9	83	28.1
5. Roller skates, ice skates, etc.	22	7.5	273	92.5
6. Play supplies, bean bags, ribbons, jump ropes, indian clubs	174	59.0	121	41.0
7. Softballs, basketballs, volleyballs, etc.	283	95.9	12	4.1
8. Tennis, volleyball, badminton, paddle tennis, supplies	234	79.3	61	20.7
9. Table games supplies, box hocket, etc.	89	30.2	206	69.8
10. Tumbling mats	266	90.2	29	9.8

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs BOYS No.	%	GIRLS No.	%	Community Programs BOYS No.	%	GIRLS No.	%
1. Cook-outs, picnics, camping	31	10.5	29	9.8	51	17.3	48	16.3
2. Dramatics, story plays, etc.	64	21.7	62	21.0	18	6.1	17	5.8
3. Construction play, trails, dams	12	4.1	10	3.4	8	2.7	8	2.7
4. Music, Sing-songs, rhythm bands	114	38.6	112	37.9	21	7.1	18	6.1
5. Nature play, trips, collections	60	20.3	57	19.3	22	7.4	21	7.1
6. Handcraft, weaving, modeling	165	55.9	154	52.2	38	12.9	35	11.9
7. Painting, drawing, sand craft	164	55.6	158	53.6	31	10.5	28	9.5
8. Social parties, dances, movies	167	56.6	163	55.2	54	18.3	52	17.6
9. Swimming, diving, water games	35	11.9	31	10.5	66	22.4	61	20.7
10. Sportd, softball, soccer, tennis	165	55.9	154	52.2	46	15.6	43	14.6

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS	School Programs BOYS No.	%	GIRLS No.	%	Community Programs BOYS No.	%	GIRLS No.	%
1. Intramural team sports (softball, soccer, etc.) on teams of MR only	9	3.1	11	3.7	14	4.7	2	.7
2. Intramural team sports(as above) on teams with "normal" pupils	190	64.4	132	44.7	50	16.9	1	.3
3. Intramural team sports on teams of MR vs. teams of "normal" pupils	5	1.9	10	3.4	1	.3	0	0
4. Intramural recreation sports(tennis badminton) on teams of MR only	11	3.7	10	3.4	7	2.4	6	2.0
5. Intramural recreation sports (as above) on teams with "normals"	133	51.9	115	38.9	33	11.2	25	8.5
6. Interschool team sports (as above) MR vs. teams of MR from schools	10	3.4	5	1.7	31	10.5	65	22.0
7. Interschool teams sports on teams with "normal" pupils vs. mixed teams from other schools	86	29.1	73	24.7	37	12.5	31	10.5
8. Interschool recreation sports vs. teams of MR in same city	20	6.8	15	5.1	53	17.9	12	4.1
9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools	72	24.4	57	19.3	37	12.5	21	7.1
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools	56	18.9	11	3.7	25	8.5	55	18.6

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE N=265 BOYS No.	%	GIRLS No.	%	TRAINABLE N=30 BOYS No.	%	GIRLS No.	%
1. Medical examinations are given annually	73	27.5	69	26.0	9	30.0	9	30.0
2. Medical examinations are given periodically every 3 or 4 years	90	34.9	87	32.8	8	26.7	7	23.3
3. Medical exams are given at entrance and when when referred by teachers	132	46.0	118	44.5	11	36.7	10	33.3
4. There is daily observation of health signs by teachers, nurses	193	72.8	186	70.2	21	70.0	19	63.3
5. Physical fitness tests are used such AAHPER Youth Fitness tests	170	64.1	163	61.1	13	43.3	11	36.7
6. Height and weight are recorded at regular intervals	201	75.8	191	72.1	24	80.0	20	66.7
7. Grades on achievement in PE are given at regular intervals	240	90.6	231	87.2	17	56.7	13	43.3
8. There is a plan for evaluating improvement in growth and development	156	58.9	147	55.5	11	36.7	7	23.3
9. There is a plan for evaluating social and emotional development	127	47.9	120	45.3	10	33.3	9	30.0

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED	YES		NO		ZERO OR NR	
	No.	%	No.	%	No.	%
1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	231	78.3	44	14.9	20	6.8
2. Can TRAINABLE MR be taught PE satisfactorily in classes with "normal" pupils?	18	6.1	170	57.6	107	36.3
3. Can EDUCABLE and TRAINABLE MR be taught PE satisfactorily in same classes?	59	20.0	123	41.7	113	41.7
4. Should PE teachers with MR pupils in classes have professional preparation for work with MR?	253	85.8	26	8.8	16	5.4
5. Should teachers of MR whose duties include teaching PE have some preparation in PE?	268	90.8	10	3.4	17	5.8
6. Would you prefer MR taught PE by regular PE teachers even if no preparation for the MR?	213	72.2	55	18.7	27	9.1
7. Should recreation leaders with MR have preparation in recreation and ~~and~~ MR?	260	88.1	10	3.4	25	8.5
8. Should all workers with the MR have a basic understanding of PE and recreation?	246	83.4	25	8.5	24	8.1
9. Should colleges add special courses in PE and recreation for work with the MR?	250	84.7	18	6.1	27	9.1
10. Do you feel that instruction in PE and recreation can help social and emotional development of the mentally retarded?	280	94.9	1	.3	14	4.8

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were: more facilities and equipment for physical education and recreation; some time in physical education for the mentally retarded to be by themselves; a special teacher of physical education; more social participation for the mentally retarded; improved understanding of the problems of the mentally retarded.

SUMMARY

1. The 295 questionnaires were returned from schools in 45 states, and in cities of three population areas, but 63.7% were from areas of 10,000 to 100,000 population.
2. Two-hundred- eighty-eight of the schools enrolled both "nomal" pupils and menatlly retarded. Sixty-five trainable students were enrolled in 30 schools.
3. Practically all schools (290) were coeducational.
4. In three-fourths of the schools mentally retarded were taught physical education in classes with "normal" pupils.
5. The program of PE taught occassionally or regularly in three fourths of the schools consisted of: Basic movements, calisthenics, gymnastic apparatus, highly organized games, Physical fitness tests, Simple games, stunts and tumbling,team sports and track and field. Activities taught very little included: bowling, corrective exercises, combatives, games designed to teach body parts, musical play, racket play rhythms, swimming, and winter play.
6. Facilities in half or more of the schools included: athletic field, basketball court, gymnasium floor,shower and dressing room, running track, and ball diamonds. Only 40 of the schools reported a swimming pool.
7. Supplies available for PE and recreation in three fourths of the schools included: rubber balls, piano or record player, softballs, tennis and volleyball supplies, and tumbling mats.
8. There was a limited amount of participation in intramural sports and in interschool sports, in school programs or in community programs.
9. Handcraft and painting or drawing were reported in only half the schools.
10. In one fourth of the schools medical examinations were reported to be given annually. Daily observation of health signs, physical fitness testing, height and weight recording, measurement of achievement in physical education, were reported by three fourths of the schools. Health supervision would appear inadequate.
11. The importance of instruction in physical education and recreation was endorsed by 95% of the respondents.

Spring, 1966, DRB

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a Survey Supported by a Grant from The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D. , Research Consultant

Section IV - SENIOR HIGH SCHOOLS

This section of the report is based on returned questionnaire from 222 senior high schools (grades 10-12) in 41 of the 51 states, a mean return of 5.41 from the states including District of Columbia.

Returns from population areas were: 51, 22.9% from areas under 10,000; 109, 49.1% from areas of 10,000 to 100,000; 54 from areas of over 100,000, 24.3%; and 8 or 3.7% of NR.

The full report is based on 1,589 returns with one or more from each state.

The number of schools enrolling both "normal" and mentally retarded =216, 2 from schools for Special Education , 3 from schools for educable only, and 1 NR. 203 schools had educable MR only, 5 had trainable MR only, 12 had both educable and trainable, and 2 NR. 221 schools or 99.4% were coeducational.

As to experience of teachers now teaching physical education (PE): MEN 1-3 years = 26, 11.7%; 4-9 years = 101, 45.4%; over 10 years = 66, 29.7%; NR = 29, 13.0%; WOMEN; 1-3 years = 53, 23.8%; 4-9 years = 94, 42.3%; over 10 years = 41, 19.4%; 34, 15.3% NR.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils: Boys = 28 or 12.6%, NR or zero = 194 or 87.3%; Girls = 29 or 13.0%, NR = 193 or 86.8%.

2. Physical education for mentally retarded was taught in classes WITH "normal" pupils; Boys = 170 or 76.5%, NR = 52 or 23.4%; Girls = 159 or 71.5%, NR = 63 or 28.3%.

3. Physical education was taught the MR in regular classes WITH "normal" pupils, but the MR were given modified activities: Boys = 32 or 14.4%, NR = 190 or 85.5%; Girls = 33 or 14.8%, NR = 189 or 85.0%.

4. Physical education for the MR was taught on some daysWITH "normal" pupils depending on the kind of activities scheduled: Boys = 11 or 4.9%, NR = 211 or 94.9%; Girls = 11 or 4.9%, NR = 211 or 94.9%.

5. There is no formal instruction in physical education for the mntally retarded, but free play is provided:Boys = 19 or 8.5%, NR = 203 or 91.3%; Girls =20 or 9.0%, NR = 200 or 90.0%.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The length of periods for boys averaged 47.5 minutes, and for girls averaged 45.9 minutes. The approximate mean number of periods per week was 3.45, but 54% of the schools reported five period per week.

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ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never Taught	Occasionally	Regularly each week	Zero or NR
1. Basic movements, walking, skipping, etc.	16.6	49.0	17.5	16.6
2. Bowling, on gym floor or in alleys	46.8	26.5	1.8	24.7
3. Calisthenics, conditioning exercises, etc.	2.7	13.0	76.0	8.3
4. Corrective exercises (adapted physical education)	23.8	40.5	18.2	17.5
5. Combatives, wrestling, hand contests, tug-of-war, etc.	16.2	54.9	12.7	16.2
6. Games designed to teach, body parts, directions, etc.	10.8	46.8	31.4	10.8
7. Gymnastic apparatus, bars, horse, trampoline, ropes, etc.	15.2	54.1	18.9	11.7
8. Highly organized games, kickball, dodgeball, , etc.	4.5	51.7	35.6	8.2
9. Musical play, singing games, rhythm band, etc.	41.5	32.5	6.4	15.5
10. Physical fitness tests, run, jump, throw, pull-up, etc.	4.0	58.5	28.9	8.6
11. Racket play, tennis, badminton, paddle tennis, etc.	18.9	51.7	12.7	16.7
12. Rhythms, folk dance, social dance, marching, etc.	19.4	56.3	13.1	11.2
13. Simple games, lead-up games, chasing games, etc.	20.3	54.0	10.3	15.4
14. Stunts, tumbling, mimetics, pyramids, etc.	13.5	59.4	13.5	13.5
15. Swimming, water games, diving, boating, etc.	55.8	17.2	9.0	18.0
16. Team sports, softball, basketball, volleyball, etc.	4.0	47.7	40.6	7.7
17. Track and field, relays, cross-country, etc.	11.2	58.6	17.7	13.0
18. Winter play, skating, sledding, etc.	74.3	3.6	0	22.1

FACILITIES AVAILABLE IN PE FOR THE MENTALLY RETARDED	ONE		TWO		THREE		ZERO, NR		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.
1. Play field, athletic field	104	46.8	43	19.3	20	9.0	25	11.2	197
2. Basketball court	79	35.5	67	30.1	15	6.7	23	10.5	199
3. Bowling alley	20	9.0	4	1.8	0	0	198	89.1	24
4. Camp site	10	4.5	1	.4	0	0	211	94.9	11
5. Corrective exercise room	51	22.9	15	6.7	0	0	154	69.3	68
6. Gymnasium floor	113	50.8	54	24.3	14	6.3	29	13.0	193
7. Handball court or wall	33	14.8	12	5.4	2	.9	168	75.6	54
8. Hard surface outdoor area	81	36.4	16	7.2	8	3.6	112	50.4	110
9. Running track and field	115	67.9	7	3.1	2	.9	58	26.1	164
10. Shower and dressing room	60	27.0	98	44.1	12	5.4	27	12.1	195
11. Swimming pool	52	23.4	3	1.3	0	0	166	74.7	56
12. Softball diamond, baseball diamond	73	32.8	43	19.3	23	10.3	38	17.1	184
13. Tennis court	27	12.1	22	9.9	14	6.3	111	49.9	111

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (% of Schools)	Number & Percentages			
	No.	%	No.	% NR
1. Assorted sized rubber balls	159	71.6	63	28.4
2. Playground apparatus, slides, swings, jungle gym, etc.	50	22.6	172	77.4
3. Apparatus, slides, horse, trampoline, etc.	39	17.6	183	82.4
4. Piano, record player, drums, records, etc.	141	63.5	81	36.5
5. Roller skates, ice skates, etc.	10	4.6	212	95.4
6. Play supplies, bean bags, ribbons, jump ropes, etc.	96	43.3	126	56.7
7. Softballs, basketballs, volleyballs, etc.	211	95.0	11	5.0
8. Tennis, volleyball, badminton, paddle tennis, supplies, etc.	170	76.6	52	23.4
9. Table game supplies, box hoxkey, etc.	69	31.1	153	68.9
10. Tumbling mats	190	85.6	32	14.4

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs BOYS No.	%	GIRLS No.	%	Community Programs BOYS No.	%	GIRLS No.	%
1. Cook-outs, picnics, camping	21	9.5	20	9.0	42	18.9	41	18.5
2. Dramatics, play acting, story plays	49	22.1	44	19.8	22	9.9	23	10.4
3. Construction play, trails, dams, shelters	7	3.2	6	2.7	14	6.3	12	5.4
4. Music, sing-songs, rhythm bands	66	29.7	63	28.4	28	12.6	29	13.1
5. Nature play, trips, collections, zoos	44	19.8	39	17.6	29	13.1	30	13.5
6. Handcraft, weaving, clay modeling	104	46.8	93	41.9	44	19.8	43	19.4
7. Painting, drawing, sand craft	113	50.9	105	47.3	36	16.2	35	15.8
8. Social parties, dances, movies	121	54.5	120	54.0	49	22.1	50	22.5
9. Swimming, water games, boating,	42	18.9	38	17.1	52	23.4	52	23.4
10. Sports, tennis, softball, touch football	130	58.5	119	53.6	49	22.1	43	19.4

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS	School Programs BOYS No.	%	GIRLS No.	%	Community Programs BOYS No.	%	GIRLS No.	%
1. Intramural team sports (softball,soccer) on teams of MR only	0	0	3	1.3	11	4.9	2	.9
2. Intramural team sports (as above) on yeams with "normal" pupils	131	58.9	105	47.2	52	23.4	1	.5
3. Intramural team sports on teams of MR vs. teams of "normal" pupils	1	.5	12	5.4	3	1.4	2	.9
4. Intramural recreation sports (tennis, badminton) on teams of MR only	13	5.9	9	4.1	7	3.2	7	3.2
5. Intramural recreation sports (as above) on teams with "normal" pupils	91	41.0	91	41.0	35	15.8	27	12.2
6. Interschool team sports (as above) of MR vs. teams of MR from other schools	5	2.3	4	1.8	39	17.6	55	24.8
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools	68	30.6	68	30.6	53	23.9	36	16.2
8. Interschool recreation sports vs. teams of MR from schools in same city	30	13.5	23	10.4	44	19.8	20	9.0
9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools	77	34.7	57	25.7	47	21.2	41	18.5
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools in same,other city	44	19.8	20	9.0	30	13.5	50	22.5

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE N=203 BOYS No.	%	GIRLS No.	%	TRAINABLE N= 19 BOYS No.	%	GIRLS No.	%
1. Medical examinations are given annually	48	23.6	44	21.7	7	36.8	7	36.8
2. Medical exams are given periodically every 3 or 4 years	62	30.6	58	28.6	4	21.1	4	21.1
3. Medical exams are given at entrance and when referred by teachers, nurses	99	48.8	96	47.3	10	52.6	10	52.6
4. There is daily observation of health signs by teacher or nurse	152	74.9	145	71.4	17	89.5	17	89.5
5. Physical fitness tests are used such as AAHPER Youth Fitness Manual	117	57.6	108	53.2	9	47.4	9	47.4
6. Height and weight are recorded at regular intervals	150	73.9	142	69.9	10	52.6	10	52.6
7. Grades on achievement in PE are given at regular intervals	183	90.1	176	86.7	10	52.6	10	52.6
8. There is a plan for evaluating improvement in growth and development	123	60.6	123	60.6	9	47.4	9	47.4
9. There is a plan for evaluating social and emotional development	111	54.7	108	53.2	7	36.8	7	36.8

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED	YES No.	YES %	NO No.	NO %	ZERO OR NR no.	ZERO OR NR %
1. Can EDUCABLE mentally retarded by taught satisfactorily in PE classes WITH "normal" pupils?	181	81.5	27	12.2	14	6.3
2. Can TRAINABLE mentally retarded be taught PE satisfactorily in classes WITH "normal" pupils?	13	5.9	115	51.8	94	42.3
3. Can EDUCABLE and TRAINABLE MR be taught PE satisfactorily in the same classes?	42	18.9	82	36.9	98	44.2
4. Should PE teachers with MR pupils in classes have professional preparation for work with the MR?	189	85.1	13	5.9	20	9.0
5. Should teachers of MR whose duties include teaching PE have some preparation in PE?	207	93.2	2	.9	13	5.9
6. Would you prefer to have MR taught PE by regular PE teachers even if they have no preparation for MR?	171	77.0	39	17.6	12	5.4
7. Should recreation leaders with the MR have preparation recreation and for work with the MR?	195	87.8	5	2.3	22	9.9
8. Should all workers with the MR have a basic understanding of PE and recreation?	188	84.6	21	9.5	13	5.9
9. Should colleges add special courses in PE and recreation for work with the mentally retarded?	189	85.1	8	3.6	25	11.3
10. Do you feel that instruction in PE and recreation can help social and emotional development in the mentally retarded?	214	96.4	0	0	8	3.6

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but most frequently mentioned were, more preparation of physical education teachers for work with mentally retarded. more time for instruction of mentally retarded by themselves, more time for instruction in physical education, more facilities and equipment for physical education.

SUMMARY

1. The 222 schools responding were from 41 states. They were distributed in population areas; 22.9% from areas under 10,000; 49.1% from areas of 10,000 to 100,000; and 24.3% from areas over 100,000 population. Nearly all schools enrolled both"normal" and MR pupils, and few trainable pupils were in the senior high schools. Practically all schools were coeducational. Three-fourths of the teachers teaching physical education had more than 4 years teaching experience.
2. The program of PE taught occassionally or regularly in two-thirds of the schools included basic movements, calisthenics,combatives, games designed to teach directions, gymnastic apparatus, highly organized games, physical fitness tests, racket play, rhythms simple games, stunts and tumbling, team sports, and track and field. Activities taught infrequently were: bowling, corrective exercises, musical play, swimming.
3. Facilities in less than half the schools included: bowling alleys, camp sities, corrective exercise rooms, handball courts, and swimming pools. The lack of swimming pools is especially stricking.
4. Equipment and supplies lacking in more than half of the schools included: playground apparatus, gymnastic apparatus, roller skates, play supplies, table game supplies.
5. There was a limited amount of participation in intramural and interschool athletics.
6. Participation in recreation activities was limited to approximately 50% in handcraft and painting and drawing, etc. and social parties, movies and dancing.
7. Health supervision is pretty much confined to examinations when pupils are referred, and to daily health inspections, and height and weight, and fitness tests.
8. There is a strong feeling that educables MR can be taught PE along with "normal" pupils in high school, and a very strong unanimity of opinion that all workers with MR should have preparation in PE and recreation, and that the instruction in PE is a help in social and emotional development. Colleges should offer special courses in physical education and recreation for workers with the MR.

Spring, 1966, DKB

American Association for Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a National Survey Supported by a Grant from The Joseph P. Kennedy Jr. Foundation. David K. Brace, Ph.D., Research Consultant

Section V , Enrolled with "normal" pupils

This section of the final report is based on returns from 1,389 schools in all 50 states and the District of Columbia, with a mean return of 27.2 per state.
Returns from population areas were: 372, 26.8%, from areas under 10,000; 724, 52.1%, from areas of 10,000 to 100,000; 258, 18.6%, from areas over 100,000 population; 35, 2.5%, of No Return (NR).
Schools enrolling educable retarded only = 1076 or 77.5%; schools enrolling trainable retarded only = 66or 4.7%; schools enrolling both educable and trainable retarded = 234 or 16.8%; NR = 13 or .9%.
School levels were: primary = 35 or 2.5%; intermediate = 11 or .8%; elementary = 730 or 52.6%; junior high school = 288 or 20.7%; senior high school = 216 or 15.6%; all grades = 96 or 6.9%; ungraded = 11 or .8%; NR = 2 or .1%. There were approximately 49,285 educable pupils and 7,645 trainable pupils.
Schools reported approximately 6,510 men, and 12,570 women as teachers who taught physical education. Of teachers now teaching physical education who had various years of experience teaching physical education there were: MEN with 1-3 years experience= 246 or 17.7%; 4-9 years = 400 or 28.8%; over 10 years = 232 or 16.7%; with NR = 511 or 36.8%: WOMEN, 1-3 years = 251 or 18.1%; 4-9 years = 356 or 25.6%; over 10 years = 219 or 15.8%; NR = 563 or 40.5%.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education for the mentally retarded was taught in classes SEPARATE from those for "normal" pupils: Boys = 37.4%, NR = 62.6%; and Girls = 36.2%, NR = 63.8%.
2. Physical education for the mentally retarded was taught in classes WITH "normal" pupils: Boys = 47.7%, NR = 52.3%; Girls = 45.8%, NR = 54.2%.
3. Physical education was taught in regular classes WITH "normal" pupils, but the mentally retarded were given modified activities: Boys = 11.3%, NR = 88.7%; Girls = 11.3%, NR = 88.7%.
4. Physical education for the mentally retarded was taught on some days WITH "normal" pupils depending on the kind og activities scheduled: Boys = 8.3%, NR = 91.7%; Girls = 7.6%, NR = 92.4%.
5. There is no formal instruction in physical education for the mentally retarded, but free play is provided: Boys = 15.6%, NR = 84.4%; Girls = 14.7%, NR = 85.3%.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The approximate length of class periods in physical education for boys was 43.7 minutes, and for girls was 43.9 minutes. The mean number of periods per week was 3.6, but 48.1% of the schools reported to have 5 periods per week.

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ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never Taught	Occas-ionally	Regularly or each week	Zero NR
1. Basic movements, walking, skipping, etc.	7.9	46.1	37.2	8.8
2. Bowling on gym floor or in alleys	53.3	20.9	2.8	23.0
3. Calisthenics, conditioning exercises, etc.	2.7	25.4	64.2	7.6
4. Corrective exercises (adapted physical education)	28.4	36.1	18.0	17.5
5. Combatives, wrestling, hand contests, tug-of-war, etc.	33.1	44.3	5.7	16.9
6. Games designed to teach, directions, body parts, etc.	9.0	48.1	34.3	9.6
7. Gymnastic apparatus, horse, bars, trampoline, ropes, etc.	30.9	42.8	12.2	14.1
8. Highly organized games, kickball, dodgeball, etc.	7.0	49.2	34.7	9.1
9. Musical play, singing games, rhythm band, etc.	18.1	44.3	25.3	12.3
10. Physical fitness tests, run, jump, throw, pull-ups, etc.	9.7	55.0	26.1	9.2
11. Racket play, tennis, badminton, paddle tennis, etc.	47.6	28.9	4.0	19.5
12. Rhythms, folk dance, social dance, marching, etc.	13.0	58.5	19.2	9.3
13. Simple games, lead-up games, chasing games, etc.	6.9	52.3	32.0	8.8
14. Stunts, tumbling, mimetics, pyramids, etc.	26.4	50.4	9.1	14.1
15. Swimming, diving, water games, boating, etc.	67.1	7.5	5.0	20.4
16. Team sports, softball, basketball, volleyball, soccer, etc.	14.3	45.8	30.2	9.7
17. Track and field, relays, cross-country, long hikes, etc.	31.8	43.9	8.9	15.4
18. Winter play, skating, sledding, etc.	72.9	5.3	.7	21.1

FACILITIES AVAILABLE IN PE FOR THE MENTALLY RETARDED	ONE		TWO		THREE		ZERO, NR		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Athletic field, play field	800	57.6	221	15.9	80	5.8	212	15.3	1177	84.7
2. Basketball court	610	43.9	274	19.7	70	5.0	318	22.9	1071	77.1
3. Bowling alley	90	6.5	7	.5	1	.1	1286	92.6	103	7.4
4. Camp site	37	2.7	4	.3	1	.1	1341	96.6	48	3.5
5. Corrective exercise room	157	11.3	25	1.8	1	.1	1199	86.3	190	13.7
6. Gymnasium floor	746	53.7	182	13.1	27	1.9	387	27.9	1002	72.1
7. Handball court or wall	172	12.4	58	4.2	6	.4	1130	81.4	259	18.6
8. Hard surface outdoor area	672	48.4	119	8.6	34	2.4	528	38.0	861	62.0
9. Running track and field	581	41.8	41	2.9	5	.3	750	54.0	639	46.0
10. Shower and dressing room	280	20.2	355	25.6	37	2.7	661	47.6	728	52.4
11. Swimming pool	145	10.4	9	.6	3	.2	1230	88.6	159	11.4
12. Softball diamond, baseball	523	37.6	218	15.7	99	7.1	359	25.8	1030	74.2
13. Tennis court	120	8.6	81	5.8	35	2.5	1070	77.0	319	22.9

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (% of schools)	Number & Percentages			
	No.	%	No. NR	%
1. Assorted sized rubber balls	1200	86.4	189	13.6
2. Playground apparatus, slides, jungle gym, swings, etc.	716	51.6	673	48.4
3. Apparatus, horse, trampoline, slides, swings, etc.	471	23.9	918	66.1
4. Piano, record player, drums, records, etc.	1150	82.8	239	17.2
5. Roller skates, ice skates	67	4.8	1322	95.2
6. Play supplies, bean bags, ribbons, jump ropes, indian clubs	997	71.8	392	28.2
7. Softballs, basketballs, volleyballs	1282	92.3	107	7.7
8. Tennis, badminton, paddle tennis, supplies	668	48.1	721	51.9
9. Table games, supplies, box hockey, etc.	297	21.4	1092	78.6
10. Tumbling mats	1021	73.5	368	26.5

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Cook-outs, picnics, camping, exploring	178	12.8	171	12.3	273	19.6	257	18.5
2. Dramatics, story plays, play acting	517	37.2	505	36.4	106	7.6	105	7.5
3. Construction play, trails, dams, etc.	96	6.9	89	6.4	56	4.0	54	3.9
4. Music, singsongs, rhythm bands, etc.	749	53.9	733	52.8	124	8.9	123	8.8
5. Nature play, trips, collections, etc.	468	33.7	451	32.5	128	9.2	127	9.1
6. Handcraft, weaving, modeling, etc.	856	61.6	816	58.7	201	14.5	192	13.8
7. Painting, drawing, sand craft, etc.	932	67.1	898	64.6	176	12.7	176	12.7
8. Social parties, dances, movies, etc.	762	54.8	750	54.0	241	17.3	242	17.4
9. Swimming, Water games, boating, etc.	142	10.2	133	9.6	272	19.6	262	18.8
10. Sports, tennis, softball, soccer,etc.	565	40.7	521	27.5	207	14.9	184	13.2

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Intramural team sports (softball, soccer,etc.) on teams of MR only	40	2.9	50	3.6	54	3.9	21	1.5
2. Intramural team sports (as above) on teams with "normal" pupils	554	39.9	303	21.8	208	14.9	25	1.8
3. Intramural team sports on teams of MR vs. teams of "normal" pupils	24	1.7	46	3.3	18	1.3	13	.9
4. Intramural recreation sports (tennis, badminton) on teams of MR only	38	2.7	32	2.3	26	1.9	31	2.2
5. Intramural recreation sports (as above) on teams with "normal" pupils	350	25.2	310	22.3	116	8.3	92	6.6
6. Interschool team sports (as above) MR vs. teams of MR from other schools	28	2.0	16	1.1	140	10.1	328	23.6
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools in same city	313	22.5	333	23.9	292	21.0	173	12.4
8. Interschool recreation sports of MR vs. teams of MR in other schools	203	14.6	134	9.6	185	13.3	141	10.2
9. Interschool recreation sports on teams with "normal" pupils vs. similar teams from other schools	386	27.8	220	15.8	162	11.7	225	16.2
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools	300	21.6	147	10.6	226	16.3	305	21.9

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE N=1076 BOYS No.	BOYS %	GIRLS No.	GIRLS %	TRAINABLE N=300 BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Medical examinations are given annually	292	27.1	286	26.6	98	32.6	99	32.9
2. Medical exams are given periodically every 3 or 4 years	379	35.2	367	34.1	93	30.9	90	29.9
3. Medical exams are given at entrance and when pupils are referred by teachers	648	60.2	632	58.7	148	49.3	145	48.3
4. There is daily observation of health signs by teachers or nurses	1006	93.5	985	91.5	239	79.6	234	77.9
5. Physical fitness tests are used,such as AAHPER Youth Fitness Manual tests	508	47.2	487	45.2	52	17.3	50	16.6
6. Height and weight are recorded at regular intervals	1007	93.6	983	91.3	230	76.6	224	74.6
7. Grades on achievement in PE are given at regular intervals	849	78.9	829	77.0	102	33.9	96	31.9
8. There is a plan for evaluating improvement in growth and development	690	64.1	681	63.3	138	45.9	132	43.9
9. There is a plan for evaluating social and emotional development	634	58.9	623	57.9	145	48.3	140	46.6

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED	YES No.	YES %	NO No.	NO %	ZERO OR NR No.	ZERO OR NR %
1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	999	71.9	250	18.0	140	10.1
2. Can TRAINABLE MR be taught PE satisfactorily in classes with "normal" pupils?	71	5.1	863	62.1	455	32.8
3. Can EDUCABLE and TRAINABLE MR be taught satisfactorily in same PE classes?	285	20.5	632	45.5	472	34.0
4. Should PE teachers with MR pupils in classes have professional preparation for work with the MR?	1220	87.8	81	5.8	88	6.4
5. Should teachers of MR whose duties include teaching PE have some preparation in PE?	1282	92.3	36	2.6	71	5.1
6. Would you prefer MR taught PE by regular PE teachers even if no preparation for work with MR?	901	64.9	379	27.3	108	7.8
7. Should recreation leaders with MR have preparation in recreation and in work with the MR?	1243	89.5	35	2.5	111	8.0
8. Should all workers with the MR have a basic understanding of PE and recreation?	1222	88.0	85	6.1	82	5.9
9. Should colleges add special courses in PE and recreation for workers with the MR?	1204	86.7	76	5.5	109	7.8
10. Do you feel that instruction in PE and recreation can help social and emotional development of MR?	1337	96.3	3	.2	49	3.5

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated but inspection revealed that most frequently mentioned were: more special teachers of physical education; more time for PE; more facilities and equipment for PE and recreation; better understanding of the mentally retarded; better chronological age grouping of the mentally retarded; more instruction in PE by the MR to be by themselves.

SUMMARY

This Section of the final report deals with mentally retarded who were enrolled in schools with "normal" pupils, and at all grade levels. 1,389 schools are involved, from all 51 states and District of Columbia. 1,381 of the schools were coeducational. Schools with EMR only = 1076, TMR only = 66, both EMR and TMR = 234, NR = 13.

Approximately 49,285 educable, and 7,645 trainable MR are involved. Grade level distribution was: primary = 35; intermediate = 11; elementary = 234; Jumior hgi = 288; senior high = 216; all grades = 96; ungraded = 11; NR = 2.

Teachers now teaching PE were: men = approximately 6,510; women = 12,570. As to experience 45.5% of the men had more than 4 years experience in PE; and 41.4% of the women had more than 4 years experience in teaching PE.

About one third of the MR boys and girls were taught PE in classes separate from those of "normal" pupils, and nearly one half were taught PE inclasses with "normal" pupils.

Activities in the PE program to extent of three-fourths of the schools either occasionaly or regularly each week were: basic movements, calisthenics, games designed to teach, highly organized games, physical fitness tests,simple games and team sports. In one third of the schools, never taught include: bowling,combatives,gymnastic apparatus, racket play, swimming. Facilities in three fourth of the schools include: athletic fields, basketball court, gymnasium floor, softball diamond. Equipment and supplies include rubber balls, record player or piano, softballs, and tumbling mats.

There is little participation in intramural sports or interschool sports. Less than one third of the boys and girls have annual medical examinations. There is daily observation of health signs by teachers or nurses in 90% of the schools.

There is almost unanimous opinion that instruction in physical education and recreation helps social and emotional development, that college and universities should add courses in physical education and recreation for work with mentally retarded, and that more preparation for work with the mentally retarded is needed.

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ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never Taugt	Occas-ion-ally	Regu-lar-ly each week	Zero NR
1. Basic movements , walking, skipping, hopping, etc.	1.9	37.4	48.2	12.5
2. Bowling on gym floor or in alleys	55.7	20.2	0	24.1
3. Calisthenics, conditioning exercises, etc.	6.7	24.0	58.7	10.6
4. Corrective exercises (adapted physical education)	20.3	40.4	18.2	21.1
5. Combatives, wrestling, hand contests, etc.	29.8	46.1	6.7	17.3
6. Games designed to teach, directions, body parts, etc.	9.6	46.1	32.7	11.5
7. Gymnastic apparatus,bars, horse, ropes, trampoline, etc.	26.9	44.2	15.4	15.4
8. Highly organized games, dodgeball, kickball, etc.	4.8	51.8	31.7	11.5
9. Musical play, singing games, rhythm bands, etc.	8.6	44.2	24.6	12.6
10. Physical fitness tests, run, jump, throw, pull-ups, etc.	4.8	53.8	29.8	13.4
11. Racket play, tennis, badminton, paddle tennis, etc.	38.4	35.5	3.8	22.1
12. Rhythms, folk dance, social dance, marching, etc.	8.6	55.7	24.0	11.5
13. Simple games, lead-up games, chasing games, etc.	1.9	57.6	28.8	11.5
14. Stunts, tumbling, mimetics, pyramids, etc.	19.2	51.8	13.4	15.4
15. Swimming, diving, water games, boating, etc.	67.2	7.7	4.8	20.2
16. Team sports, softball, soccer, volleyball, basketball, etc.	9.6	47.0	33.7	9.6
17. Track and field, cross-country, long hikes, relays, etc.	25.9	41.3	14.4	18.2
18. Winter play, skating, sledding, etc.	71.0	4.8	.9	23.0

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (% of schools)	Number and Percentages No.	%	No. NR	%
1. Assorted sized rubber balls	91	87.5	13	12.5
2. Playground apparatus, slides, swings, jungle gym, etc.	78	75.0	26	25.0
3. Apparatus, slides, horse, jungle gym, etc.	51	49.0	53	51.0
4. Piano, record player, records, drums, etc.	86	82.7	18	17.3
5. Roller skates, ice skates, etc.	5	4.9	99	95.1
6. Play supplies, bean bags, ribbons, jump ropes, etc.	75	72.2	29	27.8
7. Softballs, basketballs, volleyballs, etc.	97	87.3	7	6.7
8. Tennis, volleyball, badminton, paddle tennis, supplies	53	51.0	51	49.0
9. Table games supplies, box hockey, etc.	27	26.0	77	74.0
10. Tumbling mats	72	69.3	32	30.7

FACILITIES AVAILABLE IN PE FOR THE MENTALLY RETARDED	ONE No.	%	TWO No.	%	THREE No.	%	ZERO+NR No.	%	TOTAL No.
1. Athletic field, play field	40	38.4	22	21.1	8	7.7	18	17.3	206
2. Basketball court	42	40.3	15	14.4	6	5.8	24	23.0	204
3. Bowling alley	13	12.5	1	.9	0	0	90	86.4	15
4. Camp site	5	4.8	0	0	1	.9	98	94.1	8
5. Corrective exercise room	9	8.6	2	1.9	0	0	90	86.4	30
6. Gymnasium floor	41	39.4	19	18.2	4	3.8	26	24.9	180
7. Handball court or wall	12	11.5	0	0	2	1.9	86	82.6	42
8. Hard surface outdoor area	28	26.9	10	9.6	6	5.8	48	46.1	146
9. Running track and field	36	34.6	11	10.6	1	.9	52	49.2	87
10. Shower and dressing room	18	17.3	32	30.7	2	1.9	36	34.6	175
11. Swimming pool	10	9.6	0	0	2	1.9	92	88.3	16
12. Softball, baseball diamond	37	35.5	18	17.3	7	6.7	23	22.1	210
13. Tennis court	15	14.4	8	7.7	1	.9	71	68.2	79

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Cook-outs, picnics, camping	12	11.5	11	10.6	20	19.2	18	17.3
2. Dramatics, story plays, etc.	43	41.3	44	42.3	9	8.6	8	7.7
3. Construction play, building dams,etc.	8	7.7	8	7.7	3	2.9	3	2.9
4. Music, singsongs, rhythm bands	63	60.5	64	61.4	15	14.4	15	14.4
5. Nature play, trips, collections	36	34.6	35	33.6	12	11.5	12	11.5
6. Handcraft, weaving, modeling,etc.	65	62.4	64	61.4	16	15.4	15	14.4
7. Painting, sand craft, drawing,etc.	77	73.9	74	71.0	17	16.3	17	16.3
8. Social parties, dances, movies	57	54.7	56	53.8	20	19.2	20	19.2
9. Swimming, water games, diving	7	6.7	7	6.7	20	19.2	20	19.2
10.Sports, softball, tennis, soccer,etc.	46	44.2	44	42.3	14	13.4	14	13.4

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Intramural team sports (softball, soccer,etc.) on teams of MR only	1	.9	0	0	4	3.8	1	.9
2. Intramural team sports (as above) on teams with "normal" pupils	45	43.2	21	20.2	15	14.4	1	.9
3. Intramural team sports on teams of MR vs. teams of "normal" pupils	1	.9	4	3.8	1	.9	1	.9
4. Intramural recreation sports(tennis, badminton) on teams of MR only	2	1.9	2	1.9	1	.9	1	.9
5. Intramural recreation sports on teams with "normal" pupils	30	28.8	27	25.9	12	11.5	10	9.6
6. Interschool team sports(as above) teams of MR vs. teams of MR from other schools	3	2.9	2	1.9	14	13.4	24	23.0
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools	30	28.8	35	33.6	24	23.0	20	19.2
8. Interschool recreation sports of MR vs. teams of MR in other sch.	14	13.4	12	11.5	13	12.5	12	11.5
9. Interschool recreation sports on teams with "normal" pupils vs. such teams from other schools	35	33.6	22	21.1	15	14.4	19	18.2
10. Interschool recreation sports MR vs. teams of "normal" pupils from other schools	22	21.1	10	9.6	19	18.2	24	23.0

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE N=104 BOYS No.	BOYS %	GIRLS No.	GIRLS %	TRAINABLE N = 35 BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Medical examinations given annually	31	29.8	33	31.7	11	31.4	11	31.4
2. Medical exams are given periodically every 3 or 4 years	34	32.6	34	32.6	16	45.7	16	45.7
3. Medical exams are given at entrance and when pupils are referred	46	44.2	45	43.2	14	40.0	14	40.0
4. There is daily observation of health signs by teacher or nurse	79	75.8	77	73.9	29	82.9	29	82.9
5. Physical fitnaess tests are used as run, jump, etc.AAHPER tests	37	35.5	38	36.5	2	5.7	2	5.7
6. Height and weight are recorded at regular intervals	79	75.8	80	76.8	25	71.4	25	71.4
7. Grades on achievement in Pe are given at regular intervals	64	61.4	63	60.5	7	20.0	7	20.0
8. There is a plan for evaluating improvement in growth, development	60	57.6	61	58.6	16	45.7	16	45.7
9. There is a plan for evaluating social and emotional development	60	57.6	61	58.6	18	51.4	18	51.4

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED	YES No.	YES %	NO No.	NO %	ZERO OR NR No.	ZERO OR NR %
1. Can EDUCABLE mentally retarded by taught PE satisfactorily in classes with "normal" pupils?	76	73.0	19	18.3	9	8.7
2. Can TRAINABLE MR betaught satisfactorily in same PE classes with "normal" pupils?	8	7.7	66	63.5	30	28.8
3. Can EDUCABLE and TRAINABLE MR be taught together satisfactorily in same PE classes?	28.	27.0	44	42.3	32	30.7
4. Should PE teachers with MR pupils in classes have professional preparation for the MR?	92	88.3	3	3.0	9	8.7
5. Should teachers of MR whose duties include PE teaching have some preparation in PE?	98	94.0	3	3.0	3	3.0
6. Would you prefer MR taught PE by regular PE teachers even if no preparation for MR?	69	66.3	25	24.0	10	9.7
7. Should recreation leaders with MR have preparation in recreation and for work with MR?	95	91.3	2	2.0	7	6.7
8. Should all workers with MR have a basic understanding of PE and recreation?	94	90.4	4	3.8	6	6.7
9. Should colleges add special courses in PE and recreation for workers with the MR?	93	89.3	2	2.0	9	8.7

10. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated but inspection revealed that most frequently mentioned were: more special teachers of physical education; more facilities and equipment; more time for physocal education; better understanding of the mentally retarded.

SUMMARY

This section of the final report deals with returns from schools which reported teaching ALL GRADES. there were 104 such schools from 39 states. They came mostly from small population areas: 48.0% from areas under 10,000 population; 40.4% from 10,000 to 100,000 population; and 9.6% from areas over 100,000 population.

All schools were coeducational. Schools enrolling both "normal" and mentally retarded = 92.2%. Schools with educable MR only = 66.3%; no schools had trainables only; schools with both educable and trainable MR = 33.7%. There were approximately 4,172 educable pupils and approximately 682 trainable pupils. Of the teachers now teaching physical education, as to experience: MEN with 1-3 years = 16.3%; 8 4-9 years = 32.6%; over 10 years = 23.0%;NR = 27.8%: WOMEN: 1-3 years experience = 20.2%; 4-9 years = 27.8%; over 10 years = 17.3%; NR = 34.6%.

About one third of the MR were taught PE in classes separate from "normal" pupils. While more than half were taught PE in classes with "normal" pupils. One fifth of the schools reported giving the MR modified activities if taught with "normal" pupils. Sixteen percent reported no physical education.

Activities taught most frequently regularly each week were basic movements, 48.0%, and calisthenics, 58.6%; other activities taught three fourths of the time, at least occassionally were: games designed to teach, highly organized games, musical play, physical fitness tests, rhythms, simple games, and team games. The rest of the activities were taught very little.

Half or more of the schools reported no facilities as ; bowling alleys or on gym floors, camp sites, handball court or wall, corrective exercise room hard surface outdoor area, running trackswimming pool, or tennis court. Facilities and equipment for a well balanced physical education program are reported to be lacking.

There is little competitive sport programs. The more common recreation activities reported were: dramatics, music, handcraft, and painting.

Health services appear fairly good, with three fourths of the schools reporting daily observation of health signs by teachers or nurse.

There was very large aggreement that physical education contributed to social and emotional development, and that physical education teachers should have preparation for work with mentally retarded, and that special courses in physical education and recreation for all workers with mentally retarded should be offered.

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Spring, 1966 data
12/19/66 DKB
N = 680 Schools

American Association For Health, Physical Education and Recreation,
A Department of the National Education Association

PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section VII, BOYS IN PHYSICAL EDUCATION CLASSES WITH "NORMAL" PUPILS

Of the total of 1,589 questionnaires included in this survey, 680 schools are included in this Section of the report. These 680 schools all reported that boys who were mentally retarded were taught physical education in the same classes with "normal" pupils. The schools included 7 primary, 3 intermediate, 208 elementarys (grades K,1-8),228 junior hgih school (grades 7-9), senior high school (grades 9-12)(170), 56 all graded schools, 7 ungraded schools, and one no return.

There were approximately 24,115 educable retarded, and 2,550 trainable retarded pupils in these schools. Schools were located in three population areas: 177 or 26.0% from areas under 10,000; 365 or 53.7% from areas of 10,000 to 100,000; and 122 or 17.9% from areas over 100,000 population. Almost all (675) schools were coeducational.

The experience of teachers now teaching physical education was: MEN with 1-3 years 130 or 19.1%, with 4-9 years were 271 or 39.9%, with over 10 years were 165 or 24.3%, NR=114 or 16.8%; WOMEN with 1-3 years153 or 22.5%, with 4-9 years 239 or 35.2%, with over 10 years 134 or 19.7%, NR= 154 or 22.7%.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mean length of periods for boys was 44:08 minutes, and for girls was 36:25minutes. The mean number of periods per week was 3.58, tho 48.82% had five periods per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education was taught to mentally retarded boys in classes with "normal" pupils in all 680 schools. Physical education was taught to girls in classes with "normal" pupils in 635 schools as will be reported in another section of the report.
2. In 110 of the schools, 16.2%, the mentally retarded boys were given modified activities.
3. In 47 of the schools, or 6.9%, physical education was taught in classes with "normal" pupils depending upon the kind of activity.
4. No formal instruction in physical education was reported in 35 or 5.2% of the schools.

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BOYS- IN PE WITH "NORMAL" PUPILS

Spring, 1966
12/19/66 DKB

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never Taught	Occas-ionally taught	Regularly ea- ch week	Zero or NR
1. Basic movements, walking, skipping, etc.	10.6	49.6	29.3	10.6
2. Bowling, on gym floor or in alleys	52.5	23.4	2.1	22.1
3. Calisthenics, conditioning exercises, etc.	1.0	17.9	76.5	4.6
4. Corrective exercises (adapted physical education)	27.7	37.5	17.5	17.4
5. Combatives, wrestling, hand contests, tug-of-war, etc.	20.3	57.2	9.4	13.1
6. Games designed to teach: directions, body parts, etc.	9.9	47.7	32.8	9.7
7. Gymnastic apparatus: bars, horse, trampoline, ropes, etc.	19.4	55.3	16.2	9.1
8. Highly organized games: kickball, dodgeball, etc.	2.4	53.2	38.5	5.9
9. Musical play: singing games, rhythm band, etc.	26.6	44.0	13.8	15.6
10. Physical fitness tests: run, jump, throw, pull-ups, etc.	2.8	60.3	31.2	5.7
11. Racket play: tennis, badminton, paddle tennis, etc.	31.8	46.2	7.2	14.9
12. Rhythms: folk dance, social dance, marching, etc.	13.7	62.9	14.7	8.7
13. Simple games: lead-up games, chasing games, etc.	10.0	58.2	22.1	9.7
14. Stunts: tumbling, mimetics, pyramids, etc.	12.5	66.3	11.9	9.3
15. Swimming: diving, water games, boating, etc.	64.9	10.2	6.2	18.8
16. Team sports: softball, basketball, volleyball, etc.	3.9	51.8	38.8	5.44
17. Track and field: relays, cross-country, long hikes, etc.	15.7	58.2	14.6	10.3
18. Winter play: skating, sledding, etc.	74.0	5.4	.7	19.9

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (percentages of schools)	Number and percentages No.	%	No. Zero or NR	%
1. Assorted sized rubber balls	560	82.4	120	17.7
2. Playground apparatus, slides swings, jubgle gym. etc.	275	40.4	405	59.6
3. Playground apparatus, horse, slides, jungle gym, etc.	221	32.5	459	67.5
4. Piano, record player, drums, records	519	76.3	161	23.7
5. Roller skates, ice skates, etc.	35	5.2	645	94.9
6. Play supplies: bean bags, ribbons, jump ropes, etc.	436	64.1	244	35.9
7. Softballs, volleyballs, basketballs, etc.	654	96.2	26	3.8
8. Tennis, volleyball, badminton, paddle tennis supplies, etc.	466	68.5	214	31.5
9. Table games supplies, box hockey, etc.	180	26.5	500	73.5
10. Tumbling mats	585	86.0	95	14.0

FACILITIES AVAILABLE IN PHYSICAL ED. FOR MENTALLY RETARDED	ONE No.	%	TWO No.	%	THREE No.	%	ZERO+NR No.	%	REMAINDER %
1. Athletic field, play field	3	.4	343	50.4	149	21.9	76	11.2	15.2
2. Basketball court	6	.9	283	41.6	175	25.7	89	13.1	18.7
3. Bowling alley	197	28.9	57	8.4	5	.7	417	61.3	.6
4. Camp site	222	32.7	14	2.1	2	.3	439	64.6	.4
5. Corrective exercise room	172	25.3	106	15.6	24	3.5	373	54.9	.7
6. Gymnasium floor	22	3.2	382	56.2	141	20.7	77	11.3	8.5
7. Handball court or wall	159	23.4	104	15.3	37	5.4	357	52.5	3.4
8. Hard surface outdoor area	75	11.0	319	46.9	74	10.9	174	25.6	5.6
9. Running track, and field	56	8.2	402	59.1	31	4.6	182	26.8	1.3
10. Shower and dressing room	34	5.0	159	23.4	271	39.9	137	20.2	10.6
11. Swimming pool	189	27.8	101	14.9	5	.7	383	56.3	.3
12. Softball diamond, baseball diamond	16	2.4	240	35.3	138	20.3	94	13.8	28.2
13. Tennis court	142	21.0	79	11.6	58	8.5	308	45.3	13.5

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School programs BOYS No.	BOYS %	GIRLS NO.	GIRLS %	Community programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Cook-outs, picnics, exploring	87	12.8	83	12.2	136	20.0	125	18.4
2. Dramatics, story plays, etc.	218	32.1	211	31.0	56	8.2	55	8.1
3. Construction play, dams, trails	44	6.5	40	5.9	32	4.7	31	4.6
4. Music, singsongs, rhythm bands	331	48.7	327	48.1	73	10.7	73	10.7
5. Nature play, collections, zoos	208	30.6	200	29.4	64	10.2	69	10.1
6. Handcraft, metal work, modeling	401	58.9	378	55.6	114	16.8	108	15.9
7. Painting, sand craft, drawing	427	62.8	411	60.4	96	14.1	94	13.8
8. Social parties, dances, movies	393	57.8	389	57.2	138	20.3	137	20.2
9. Swimming, water games, etc.	91	13.4	85	12.5	165	24.3	157	23.1
10. Sports, tennis, softball, soccer	374	55.0	350	51.5	135	19.9	122	17.9

COMPETITIVE SPORT PROGRAMS PARTIC_IPATED IN BY MENTALLY RETARDED	School programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Intramural team sports (softball, soccer) on teams of MR only	70	10.3	48	7.1	34	5.0	26	3.8
2. Intramural team sports (as above) on teams with "normal" pupils	440	64.7	365	53.7	159	23.4	112	16.5
3. Intramural team sports of MR vs. teams of "normal" pupils	41	6.0	26	3.8	11	1.6	9	1.3
4. Intramural recreation sports (tennis) on teams of MR only	21	3.1	19	2.8	19	2.8	17	2.5
5. Intramural recreation sports on teams with "normal" pupils	285	41.9	257	37.8	93	13.7	78	11.5
6. Interschool team sports (as above) MR vs. MR from other schools	14	2.1	9	1.3	9	1.3	8	1.2
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools	164	24.1	91	13.4	49	7.2	37	5.4
8. Interschool recreation sports MR vs. MR of other schools	6	.9	6	.9	8	1.2	8	1.2
9. Interschool recreation sports on teams with "normal" pupils vs. mixed teams from other schools	119	17.5	77	11.3	38	5.6	31	4.6
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools	13	1.9	6	.9	7	1.0	7	1.0

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE N=584 BOYS No.	BOYS %	GIRLS No.	GIRLS %	TRAINABLE N=87 BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Medical examinations given annually	152	26.0	147	25.1	37	42.5	37	42.5
2. Medical exams given periodically every three or four years	196	33.6	189	32.4	32	36.8	31	35.6
3. Medical exams given at entrance and when pupils are referred	322	55.1	314	53.8	40	45.9	41	47.7
4. There is daily observation of health signs by teachers, nurses	491	84.1	477	81.7	76	87.4	74	85.1
5. Physical fitness tests are used, such as AAHPER fitness tests	353	60.3	335	57.4	33	37.9	33	37.9
6. Height and weight are recorded at regular intervals	499	85.4	481	82.4	73	83.9	69	79.3
7. Grades on achievement in PE are given at regular intervals	526	90.1	505	86.5	50	57.5	46	52.9
8. There is a plan for evaluating improvement in growth & devel.	363	62.2	355	60.8	48	55.2	44	50.5
9. There is a plan for evaluating social, emotional development	326	55.8	315	53.9	44	50.6	42	48.3

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR THE MENTALLY RETARDED N=680	YES No.	YES %	NO No.	NO %	ZERO or NR No.	ZERO or NR %
1. Can the EDUCABLE mentally retarded be taught PE satisfactorily in classes with "normal" pupils?	584	85.9	60	8.8	36	5.3
2. Can TRAINABLE mentally retarded be taught PE satisfactorily in classes with "normal" pupils?	50	7.5	357	52.5	273	40.2
3. Can EDUCABLE and TRAINABLE BE TAUGHT PE satisfactorily in same PE classes	132	19.4	271	39.9	277	40.7
4. Should PE teachers with MR pupils in classes have professional preparation for the MR?	582	85.6	48	7.1	50	7.4
5. Should teachers of MR who teach PE have some professional preparation in PE?	634	93.2	14	2.1	32	4.7
6. Would you prefer the MR taught PE by regular PE teachers even with no preparation for the MR?	512	75.3	113	16.6	55	8.1
7. Should recreation leaders with the MR have preperation in recreation and for the MR?	598	87.9	20	2.9	62	9.1
8. Should all workers with the MR have a basic understanding of PE and recreation?	595	87.5	45	6.6	40	5.9
9. Should colleges add special courses in PE and recreation for work with the MR?	580	85.3	40	5.9	60	8.8
10. Do you feel that instruction and recreation can help social and emotional development of the MR?	654	96.2	1	.1	25	3.7

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated but inspection showed the most frequently mentioned were: a special teacher of physical education; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; more attention to the mentally retarded in physical education classes.

SUMMARY

1. Replies were received from a majority of the states. Replies were from three population areas; 177 or 26.0%from areas under 10,000; 365 or 53.7% from areas of 10,000 to 100,000; and 122 or 17.9% from areas of over 100,000 population.
2. Almost all schools , 662 of the total of 680 schools enrolled both "normal" and mentally retarded pupils. Of the total of 680 schools there were: 7 Primary; 3 Intermediate; 208 Elementary; 228 Junior High School; 170 Senior High School; 56 All Grades; and 7 Ungraded; NR=1. 675 of the schools were coeducational.
3. There were approximately 24,115 educable retarded, and 2,550 trainable retarded.
4. The experience of teachers now teaching physical education was; MEN with 1-3 years = 130 or 19.1%; 4 to 9 years were 271 or 39.9%; over 10 years were 165 or 24.3%; NR= 114. WOMEN with 1-3 years 153 or 22.5%; 4 to 9 years 239 or 35.2%; and over 10 years 134 or 19.7%; NR= 154.
5. The physical education curriculum consisted of activities taught occasionally or regularly each week to the extent of two-thirds or more of the schools included: Basic movements, calisthenics, games designed to teach, gymnastic apparatus, highly organized games, rhythms, simple games, stunts and tumbling, sports, and track and field. Activities taught by less than 25 per cent of the schools included: bowling, corrective exercises, combatives, musical play, racket play, swimming, winter play.
6. Facilities in the majority of schools included athletic and play field, basketball courts, gymnasium floor, hard surface outdoor areas, running track and field, softball and baseball diam onds. Facilities not found in a third of the schools included: bowling alleys, camp sites, corrective exercise rooms, handball courts or walls, swimming pools, and tennis courts.
7. Equipment and supplies reported by a majority of the schools included:assorted sized rubbe r balls, piano or record player, play supplies, softballs, volleyball, or tennis,etc. supplies, tumbling mats.

SUMMARY cont.

8. Participation of mentally retarded pupils in competitive sports programs is pretty well limited to intramural team sports with "normal" pupils, and intramuramural recreation sports on team with "normal" pupils, and in the case of about two-thirds of the pupils. Participation in other recreation activities reported by half or more of the schools include: handcraft, painting, social parties, and sports. Recreation activities reported in less than a third of the schools include: cook-outs, day-camping, dramatics, construction play, music, nature play, and swimming.
9. Test and evaluation procedures with the mentally retarded boys in about tow-thirds of the schools include: medical examinations given at entrance or when pupils are referred, daily observation of health signs, physical fitness testing, height and weight recording at frequent intervals, marks for achievement in physical education, plans for evaluating improvement in growth and development, and in social and emotional development.
10. Opinions on instruction in physical education in their schools given by the respondents include: the educable retarded can be taught physical education successfully inclasses with "normal" pupils, but the trainable retarded cannot be so taught; teachers pf physical education who have mentally retarded pupils in their classes should have professional preparation for work with the mentally retarded; three fourths of the respondents would prefer to have physical education taught by a regular physical education teacher; more than 85% believe that recreation leaders should have preparation for work with the mentally retarded; that all workers with the mentally retarded should have basic understanding of physical education; and there is an almost unanimous opinion that colleges and universities should offer special course in physical education and recreation for workers with the mentally retarded.

Spring, 1966
12/19/66 DKB
N = 635 schools

American Association For Health, Physical Education and Recreation,
A Department of the National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section VIII, BOYS IN PHYSICAL EDUCATION CLASSES SEPARATE FROM THOSE FOR "NORMAL" PUPILS, N= 635 schools.

Of the total of 1,589 questionnaires included in this survey, 635 schools reported that physical education for mentally retarded pupils was taught in classes SEPARATE from those for "normal" pupils. These data relate only to classes in which there were boy pupils. The schools included 20 Primary, 3.15%; 6 Intermediate, .94%; 394 Elementary, 62.05%; 59 Junior High Schools, 9.29%; 28 Senior High Schools, 4.41%; Schools with All Grades=34, 5.35%; 92 Ungraded Schools, 14.49%; NR= 2.

There were approximately 291,000 total enrollment of pupils in these schools, 77 schools made no rerurn. There were approximately 23,760 educable mentally retarded pupils, with 89 schools making no return; and 8.890 trainable mentally retarded pupils, with 387 schools making no return.

Schools were located in three population areas: 122 schools, or 19.21% in areas under 10,000 population; 348 schools in areas of 10,000 to 100,000, or 54.81%; and 148 schools, or 23.31%, in areas over 100,000 population. 393 schools had only educable mentally retarded, 61.89%; 79 schools had only trainable retarded, 12.44%; while 151 schools had both educable and trainable retarded pupils, or 23.78%; with 12 schools not reporting.

The teaching experience in physical education teaching of teachers now teaching physical education was: MEN with 1-3 years experience, 124 or 36.47%; 4 to 9 years, 141 or 41.47%; over 10 years, 75 or22.06%; 295 schools with no returns: WOMEN with 1-3 years experience= 100 or 30.58%; with 4 to 9 years= 133 or 40.67%; over 10 years experience= 94 or 28.74%; 308 schools making no return.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mean length of periods for boys was 33.32 minutes, and for girls 25.30 minutes. The mean number of periods per week was 3.44. There were 286 or 45.04% of the schools that reported to have five periods of physical education per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

Of the total of 635 schools, 624 or 98.28% were coeducational. Schools enrolling both "normal" pupils and mentally retarded numbered 519 or 81.74%; 14 or 2.20% were schools for Special Education only; 24 or 3.78% were for mentally retarded only; 24 or 3.78% were for educable retarded only; and 47 or 7.40% were for trainable retarded only; 7 schools making no return.

1. Physical education was taught to mentally retarded boys in classes SEPARATE from those of "normal" pupils as reported for boys in 635 schools, and for girls in 618 schools.
2. Physical education is taught in classes WITH "normal" pupils for boys in 680 schools (see Section VII), and for girls in 653 schools.
3. No formal instruction in physical education was reported in 54 or 8.5% of schools in the case of boys, and for girls in 52 schools or 8.1%.

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ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never taught	Occas-ion-ally	regu-larly each week	Zero or NR
1. Basic movements, walking, skipping, etc.	3.5	41.4	52.4	2.7
2. Bowling, on gym floor or in alleys	51.8	24.9	6.3	17.0
3. Calisthenics, conditioning exercises,etc.	1.6	29.9	64.9	3.6
4. Corrective exercises (adapted physical education)	25.9	39.1	20.7	10.2
5. Combatives, wrestling, hand contests, tug-of-war,etc.	26.6	38.1	3.3	13.4
6. Games designed to teach; body parts, directions, etc.	4.7	48.2	43.3	3.8
7. Gymnastic apparatus; bars, horse, ropes, trampoline,etc.	40.2	36.5	12.1	11.2
8. Highly organized games; dodgeball, hickball, etc.	7.9	49.0	36.9	6.3
9. Musical play; singing games, rhythm band, etc.	10.6	45.5	39.4	4.6
10. Physical fitness tests; run, jump, throw, pull-ups, etc.	13.9	55.1	24.6	6.5
11. Racket play; tennis, badminton, paddle tennis, etc.	63.0	19.8	1.9	15.3
12. Rhythms; fold dance, social dance, marching, etc.	11.6	56.9	28.0	4.1
13. Simple games; lead-up games, chasing games, etc.	2.8	50.1	45.7	1.4
14. Stunts; tumbling, mimetics, pyramids, etc.	34.3	45.2	9.3	11.2
15. Swimming; diving, water games, boating, etc.	70.9	7.2	7.2	14.7
16. Team sports; softball, volleyball, basketball, soccer, etc.	21.7	46.3	24.9	7.1
17. Track and field; relays, cross-country, long hikes, etc.	45.7	37.5	4.7	12.1
18. Winter play; skating, sledding, etc.	75.3	8.5	1.3	15.0

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (percentages of schools)	Number and percentages No.	%	No. Zero or NR	%
1. Assorted sized rubber balls	610	96.1	25	3.9
2. Playground apparatus; slides, swings, jungle gym, etc.	421	66.3	214	33.7
3. Apparatus; slides, jungle gym, trampoline, horse, etc.	263	41.4	372	58.6
4. Piano, record player, drums, etc.	585	92.1	50	7.9
5. Roller skates, ice skates, etc.	44	6.9	591	93.1
6. Play supplies; bean bags, ribbons, jump ropes, indian clubs	548	86.3	87	13.7
7. Softballs, basketballs, volleyballs, etc.	595	93.7	40	6.3
8. Tennis, volleyball, badminton, soccer, supplies, etc.	233	36.7	402	63.3
9. Table games supplies; box hockey, etc.	128	20.2	507	79.8
10. Tumbling mats	423	66.6	212	33.4

FACILITIES AVAILABLE IN PHYSICAL ED. FOR MENTALLY RETARDED	ONE No.	%	TWO No.	%	THREE No.	%	ZERO NR No.	%	REMAINDER %
1. Athletic field, play field	9	1.4	417	66.0	73	11.6	96	15.2	6.3
2. Basketball court	28	4.4	318	50.3	93	14.7	143	22.6	7.6
3. Bowling alley	163	25.7	49	7.7	3	.5	420	66.2	0.0
4. Camp site	171	27.0	24	3.8	2	.0	433	68.3	.8
5. Corrective exercise room	152	24.0	74	11.7	3	.5	401	63.2	.8
6. Gymnasium floor	46	7.3	359	56.7	49	7.7	164	25.9	2.7
7. Handball court or wall	140	22.1	81	12.8	19	3.0	390	61.4	.8
8. Hard surface outdoor area	48	7.6	354	55.9	58	9.2	146	23.1	4.5
9. Running track, and field	110	17.4	174	27.5	9	1.4	338	53.4	.6
10. Shower and dressing room	105	16.6	125	19.8	97	15.3	299	47.3	1.4
11. Swimming pool	157	24.7	63	9.9	6	.9	409	64.4	0.0
12. Softball diamond, baseball dia.	37	5.9	276	43.7	83	13.2	163	25.8	11.9
13. Tennis court	152	24.0	39	6.2	21	3.3	408	64.5	2.3

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Cook-outs, picnics, exploring, etc.	116	18.3	113	17.8	163	25.7	157	24.7
2. Dramatics, play acting, story plays	311	49.0	367	48.7	51	8.0	51	8.0
3. Construction play, trails, dams, etc.	55	8.7	51	8.0	29	4.6	29	4.6
4. Music, sing-songs, rhythm bands,etc.	418	65.8	411	64.7	63	9.9	62	9.8
5. Nature play, trips, collections, etc.	271	42.7	262	41.3	64	10.1	65	10.2
6. Handcraft, weaving, leather work,etc.	432	68.0	417	65.7	101	15.9	98	15.4
7. Painting, drawing, sand craft, etc.	475	74.8	460	72.5	90	14.2	94	14.8
8. Social parties, dances, movies, etc.	363	57.2	354	55.8	115	18.1	116	18.3
9. Swimming, water games, boating, etc.	78	12.3	76	12.0	128	20.2	125	19.7
10. Sports, tennis, softball, soccer, etc.	210	33.1	189	29.8	86	13.5	74	11.7

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS	School programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Intramural team sports (softball, soccer) on teams of MR only	105	16.5	72	11.3	17	2.7	11	1.7
2. Intramural team sports (as above) on teams with "normal" pupils	125	19.7	89	14.0	65	10.2	30	4.7
3. Intramural team sports of MR vs. teams of "normal" pupils	33	5.2	20	3.2	6	.9	4	.6
4. Intramural recreation sports (tennis, etc.) on teams of MR only	34	5.4	30	4.7	13	2.1	11	1.7
5. Intramural recreation sports of MR on teams with "normal" pupils	61	9.6	50	7.9	21	3.3	17	2.7
6. Interschool team sports (as above) with MR vs Teams of MR from other schools	19	3.0	11	1.7	6	.9	5	.8
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools	49	7.7	16	2.5	12	1.9	7	1.1
8. Interschool recreation sports teams of MR vs. teams of MR from other schools	7	1.1	6	.9	8	1.3	7	1.1
9. Interschool recreation sports on teams with "normal" pupils vs. teams of similar pupils from other schools	29	4.6	17	2.7	13	2.1	10	1.6
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools	11	1.7	7	1.1	6	.9	6	.9

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE N=393 BOYS No.	BOYS %	GIRLS No.	GIRLS %	TRAINABLE N=230 BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Medical examinations given annually	141	35.9	138	35.1	71	30.9	72	31.3
2. Medical exams given periodically every three or four years	168	42.7	164	41.7	70	30.4	70	30.4
3. Medical exams given at entrance and when pupils are referred	293	74.5	289	73.5	123	53.5	123	53.5
4. There is daily observation of health signs by teachers and nurses,N=635	475	74.8	467	73.5	188	81.7	185	80.4
5. Physical fitness tests are used such as AAHPER fitness tests	184	46.8	176	44.8	34	14.8	35	15.2
6. Height and weight are recorded at regular intervals, N=635	463	72.9	455	71.7	179	77.8	176	76.6
7. Marks on achievement in PE are given at regular intervals	314	79.9	307	78.1	67	29.1	65	28.3
8. There is a plan for evaluating improvement in growth & development	316	80.4	309	78.6	121	52.6	118	51.3
9. There is a plan for evaluating social and emotional development	299	76.1	293	74.5	128	55.6	126	54.8

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR MENTALLY RETARDED PUPILS N= 635	YES No.	YES %	NO No.	NO %	ZERO or NR No.	ZERO or NR %
1. Can the EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	366	57.6	176	27.7	92	14.5
2. Can TRAINABLE mentally retarded be taught satisfactorily in same PE classes with "normal" pupils?	17	2.7	477	75.1	140	22.1
3. Can EDUCABLE and TRAINABLE be taught PE together in same PE classes?	144	22.7	343	54.0	148	23.3
4. Should PE teachers with MR pupils in classes have professional preparation for the MR?	589	92.8	27	4.3	19	3.0
5. Should teachers of MR who teach PE have some professional preparation in PE?	606	95.5	11	1.7	18	2.8
6. Would you prefer the MR be taught PE by regular PE teachers even with no preparation for MR?	346	54.5	241	38.0	47	7.4
7. Should recreation leaders with the MR have preperation in recreation and for work with the MR?	592	93.2	9	1.4	34	5.4
8. Should all workers with the MR have a basic understanding of physical education and recreation?	581	91.5	29	4.6	25	3.9
9. Should colleges add special courses in PE and recreation for workers with the MR?	585	92.1	27	4.3	23	3.6
10. Do you feel that instruction in PE and recreation can help social and emotional development of MR?	618	97.3	1	.2	16	2.5

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but inspection showed the most frequently mentioned answers were: a special teacher of physical education with preparation for the mentally retarded; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; more attention to the mentally retarded in physical education classes in which are "normal" pupils.

SUMMARY

1. This part of the survey report deals with replies from 635 schools in which BOYS were taught physical education in classes separate from those for "normal" pupils.
2. Replies were received from a majority of the states. Replies were from three population areas: 122 or 19.2% were in areas of under 10,000 population, 348 or 54.8% were from areas of 10,000 to 100,000, and 148 or 23.3% were from areas of over 100,000 population.
3. The schools included20 primary or 3.2%; six intermediate or . 9%; 394 elementary or 62.1%; 59 junior high schools or 9.3%; 28 senior high schools or 4.4%; 34 schools with all grades or 5.4%; 92 ungraded schools or 14.5%; and 2 no returns. There were approximately 23,760 educable mentally retarded pupils, with 89 schools making no return; and 8,890 trainable retarded pupils,with 387 schools making no return.
4. Schools having only educable retarded pupils numbered 393 or 61.9%; and 79 schools had only trainable retarded or 12.4%; while 151 schools had both educable and trainable retarded pupils or 23.8%; with 12 schools not reporting.
5. The teaching experience in physical education teaching of the teachers now teaching physical education was: MEN with 1-3 years experience= 124 or 36.5%; 4 to 9 years =141 or 41.5%; over 10 years= 75 or 22.1%; with 295 schools with no returns: WOMEN with 1-3 years experience= 100 or 30.6%; with 4-9 years= 133 or 40.7%; over 10 years=94 or 28.7%; with 308 schools making no return.
6. The mean length of physical education periods for boys was 33.32 minutes, and for girls was 25.30 minutes. The mean number of periods per week was # 3.44. there were 286 or 45.04% of the schools that reported to have five periods of physical education per week.

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movements, designed to physical fitness, games, sports activities

basic movements

In one third of the schools the activities taught regularly each week were basic movements, calisthenics, games designed to teach, rhythms, simple games, musical play, circle games.

In one fourth of the schools activities taught regularly each week were bowling, corrective exercises, combatives, dynamic [illegible], racket play, scouts and tenderfoot, swimming and track and field, and rhythm play.

In three-fourths of the schools there were one or more of the following facilities: athletic field, basketball court, gymnasium floor, hard surface outdoor area, and softball diamond.

10. Equipment and supplies for physical education and recreation in three fourths of the schools included assorted sized rubber balls, playground apparatus, piano or record player, play supplies, softballs or basketballs, and tumbling mats.

In less than half of the schools were the following recreation activities reported: cook-outs, picnics, and day camping; dramatics; construction play; nature play; swimming and sports; music, handcraft, painting, and social parties and movies were reported by a majority of the schools.

In less than one-fifth of the schools was any participation in competitive sport programs reported. The greatest participation, 19.69%, was reported for intramural team sports where the mentally retarded boys participated as members of teams that included "normal" pupils.

13. In three-fourths or more of the schools the following test and evaluation procedures were reported: medical examinations given at entrance and when pupils are referred by teachers or periodically; observation of health signs; height and weight recorded at regular intervals; marks on achievement in physical education given at regular intervals; a plan for evaluating improvement in growth and development; a plan for evaluating improvement in social and emotional development.

One half or more of the schools reported opinions that the educable mentally retarded could be taught in physical education classes with "normal" pupils, but that the trainable retarded should not be taught with "normal" pupils and that the educable and trainable should not be taught in the same classes, and that physical education for the mentally retarded should be taught by

regular physical education teachers even if those teachers had had professional preparation for work with the mentally retarded.

There was a 90% or better agreement on the following: teachers of physical education with the mentally retarded should have professional preparation for work with the mentally retarded; teachers of mentally retarded whose duties include teaching physical education should have professional preparation in physical education; recreation leaders working with the mentally retarded should have professional preparation in recreation leadership and in working with the mentally retarded; all workers with the mentally retarded should have a basic understanding of physical education and recreation; that colleges and universities should offer courses in physical education and recreation for the mentally retarded; and 97.5% reported that instruction in physical education and recreation can help the social and emotional development of the mentally retarded.

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Spring, 1966
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N = 653 schools

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section IX, GIRLS IN PHYSICAL EDUCATION CLASSES WITH "NORMAL" PUPILS

Of the total of 1,589 questionnaires included in this survey, 653 schools are included in this Section of the report. These 653 schools all reported that girls who were mentally retarded were taught physical education in the same classes with "normal" pupils. The schools included: 6 primary, or .92%; 3 intermediate, or .46%; 198 elementary or 30.32%; 222 junior high school, or 33.99%; 159 senior high schools, or 24.34%; 57 all 8 grades, or 8.73%; 7 ungraded, or 1.07%; and 1 no return.

There were approximately 17, 240 educable mentally retarded girls, and 1,500 trainable mentally retarded girls in these schools. Schools are located in three population areas: 169 or 25.87% in areas under 10,000 population; 357 or 54.65% in areas of 10,000 to 100,000; 112 or 17.15% in areas over 100,000 population; and 15 or 2.30% with no return. Almost all schools or 650, 99.52%, were coeducational. Schools enrolling both mentally retarded and "normal" pupils numbered 636 or 97.37%; 2 schools were for Special Education only; 4 were for mentally retarded only; 8 were for educable retarded only; and 3 schools made no return.

The experience of teachers in physical education who are now teaching physical education was: MEN with 1-3 years = 127 or 19.44%; 4-9 years = 259 or 39.65%; over 10 years = 159 or 24.34%; with 108 or 16.53% no return; WOMEN with 1-3 years = 149 or 22.81%; 4-9 years = 228 or 34.91%; over 10 years = 133 or 20.36%; with 143 or 21.89% no return.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mean lenght of periods for boys was 48.26 minutes, and for girls was 48.39 minutes. For boys there was no return from 59 schools, and for girls there was no return from 143 schools. The mean number of periods per week was 3.77, with 23 schools making no return, and 11 reporting zero periods per week. However, 48.53% of the schools reported having five periods of physical education per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education was taught to mentally retarded boys in classes with "normal" pupils in 635 schools, and to mentally retarded girls in classes with "normal" pupils in 653 schools.
2. In 102 schools for boys, and in 109 schools in case of girls, it was reported that mentally retarded pupils were given modified activities in physical education.
3. Physical education is taught on some days with "normal" pupils depending on the kind of activities scheduled in the case of boys in 41 or 6.28% of schools, and in case of girls in 44 or 6.74% of schools in case of girls.
4. In 33 or 5.05% of the schools there was no formal instruction in physical education in the case of boys, and in 32 or 4.90% of the schools there was no formal instruction in physical education in the case of girls.

ACTIVITIES TAUGHT THE MENTALLY RETARDED IN PHYSICAL EDUCATION AND RECREATION (percentages of schools)	Never taught	Occasionally	Regularly each week	Zero or NR
1. Basic movements; walking, skipping, hoping, etc.	10.4	49.2	29.7	10.7
2. Bowling; on gym floor or in alleys	53.3	23.1	1.7	21.9
3. Calisthenics; conditioning exercises, etc.	.9	17.8	76.9	4.4
4. Corrective exercises (adapted physical education)	27.9	38.0	17.3	16.8
5. Combatives; wrestling, hand contests, tug-of-war, etc.	20.5	56.7	9.7	13.2
6. Games designed to teach; directions, body parts, etc.	9.7	47.6	33.4	9.3
7. Gymnastic apparatus; bars, horse, trampoline, ropes, etc.	20.1	54.7	16.1	9.2
8. Highly organized games; kickball, dodgeball, etc.	2.1	53.0	38.7	6.1
9. Musical play; singing games, rhythm band, etc.	26.0	44.9	13.9	15.2
10. Physical fitness tests; run, jump, throw, pull-ups, etc.	2.6	59.9	31.7	5.8
11. Racket play; tennis, badminton, paddle tennis, etc.	31.8	46.5	7.0	14.5
12. Rhythms; folk dance, social dance, marching, etc.	12.6	64.8	14.4	8.3
13. Simple games; lead-up games, chasing games, etc.	10.1	56.8	23.7	9.3
14. Stunts; tumbling, pyramids, etc.	11.9	66.6	12.3	9.2
15. Swimming; diving, water games, boating, etc.	65.5	9.7	6.3	18.5
16. Team sports; softball, basketball, volleyball, soccer, etc.	3.5	51.8	39.2	5.5
17. Track and field; relays, cross-country, long hikes, etc.	14.7	59.1	14.5	11.6
18. Winter play; skating, sledding, etc.	74.0	5.7	.8	19.6

EQUIPMENT AND SUPPLIES USED IN PHYSICAL EDUCATION OR RECREATION FOR THE MENTALLY RETARDED (percentages of schools)	Number and Percentages			
	No.	%	No. Zero or NR	% Zero or NR
1. Assorted sized rubber balls	537	82.2	116	17.8
2. Playground apparatus; slides swings, jungle gym,etc.	263	40.3	390	59.7
3. Playground apparatus; slides, jungle gym, horse, etc.213	32.6	440	67.4	
4. Piano; record player, drums, etc.	503	77.0	150	23.0
5. Roller skates, ice skates, etc.	30	4.6	623	95.4
6. Play supplies; bean bags, ribbons, jump ropes, etc.	420	64.3	233	35.7
7. Softballs, volletballs, basketballs, soccer balls, etc.	628	96.2	25	3.8
8. Supplies for tennis, badminton, paddle tennis, etc.	452	69.2	201	30.8
9. Table game supplies; box hocket, etc.	178	27.3	475	72.7
10. Tumbling mats	557	85.3	96	14.7

FACILITIES AVAILABLE IN PHYSICAL EDUC. FOR MENTALLY RETARDED	ONE		TWO		THREE		ZERO +NR		REMAINDER
	No.	%	No.	%	No.	%	No.	%	%
1. Athletic field, play field	3	.5	324	49.6	143	21.9	80	12.3	15.8
2. Basketball court	6	.9	270	41.3	169	25.9	85	13.0	18.8
3. Bowling alley	189	29.0	54	8.3	4	66	402	61.6	.6
4. Camp site	212	32.5	13	2.0	2	.3	424	65.0	.3
5. Corrective exercise room	165	25.3	100	15.3	24	3.7	359	55.0	.8
6. Gymnasium floor	22	3.4	360	55.1	136	20.8	75	11.5	9.2
7. Handball court or wall	152	23.3	100	15.3	36	5.5	343	52.5	3.4
8. Hard surface outdoor area	72	11.0	301	46.1	71	10.9	170	26.0	6.0
9. Running track and field	53	8.1	381	58.3	29	4.4	182	27.9	1.2
10. Shower and dressing room	33	5.1	146	22.4	262	40.1	144	22.1	10.4
11. Swimming pool	182	27.9	96	14.7	4	.6	369	56.5	.3
12. Softball diamond, baseball dia.	15	2.3	231	35.4	130	19.9	91	13.9	28.5
13. Tennis court	140	21.4	76	11.6	56	8.6	297	45.5	12.9

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GIRLS - IN PE WITH "NORMAL" PUPILS

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS

	School Programs				Community Programs			
	BOYS		GIRLS		BOYS		GIRLS	
	No.	%	No.	%	No.	%	No.	%
1. Cook-outs, picnics, camping, etc.	84	12.7	80	12.3	128	19.6	120	18.4
2. Dramatics, story plays, etc.	207	31.7	203	31.1	54	8.3	54	8.3
3. Construction play, trails, dams, etc.	40	6.1	38	5.8	31	4.8	30	4.6
4. Music, rhythm bands, singsongs, etc.	320	49.0	320	49.0	70	10.7	71	10.9
5. Nature play, trips, collections, etc.	201	30.8	196	30.0	66	10.1	67	10.3
6. Handcraft, weaving, modeling, etc.	388	59.4	374	57.3	111	16.7	107	16.4
7. Painting, sand craft, drawing, etc.	415	63.5	406	62.2	94	14.4	93	14.2
8. Social parties, movies, story telling	380	58.2	382	58.5	134	20.5	134	20.5
9. Swimming, water games, boating, etc.	87	13.3	83	12.7	156	23.9	152	23.3
10. Sports; tennis, softball,soccer, etc.	355	54.4	346	53.0	132	20.2	122	18.7

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS

	School Programs				Community Programs			
	BOYS		GIRLS		BOYS		GIRLS	
	No.	%	No.	%	No.	%	No.	%
1. Intramural team sports (softball, soccer) on teams of MR only	68	10.4	47	7.2	31	4.8	24	3.7
2. Intramural team sports (as above) on teams with "normal" pupils	423	64.8	367	56.2	148	22.7	111	17.0
3. Intramural team sports on teams of MR vs. teams of "normal" pupils	40	6.1	26	4.0	12	1.8	10	1.5
4. Intramural recreation sports (tennis) on teams of MR only	21	3.2	19	2.9	19	2.9	17	2.6
5. Intramural recreation sports of MR on teams with "normal" pupils	275	42.1	260	39.8	90	13.8	78	11.9
6. Interschool teams sports (as above) MR vs. MR from other schools	14	2.1	9	1.4	9	1.4	8	1.2
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools	161	24.2	92	14.1	50	7.7	38	5.8
8. Interschool recreation sports of MR vs. teams of MR from other schools	6	.9	6	.9	8	1.2	8	1.2
9. Interschool recreation sports on teams with "normal" pupils vs. mixed teams from other schools	113	17.3	76	11.6	38	5.8	31	4.8
10. Interschool recreation sports on teams of MR vs. teams of "normal" pupils from other schools	12	1.8	6	.9	8	1.2	8	1.2

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED

	EDUCABLE N=564				Trainable N=81			
	BOYS		GIRLS		BOYS		GIRLS	
	No.	%	No.	%	No.	%	No.	%
1. Medical examinations given annually	148	26.2	150	26.6	37	45.7	36	44.4
2. Medical exams given periodically every three or four years	190	33.7	187	33.2	30	37.0	29	35.8
3. Medical exams given at entrance and when pupils are referred	311	55.1	309	54.8	39	48.2	39	48.2
4. There is daily observation of health signs by teachers or nurse	470	83.3	468	83.0	73	90.1	70	86.4
5. Physical fitness tests are used, such as AAHPER fitness tests	341	60.5	334	59.2	35	43.2	33	40.7
6. Height and weight are recorded at regular intervals	179	31.7	183	32.5	72	88.9	67	82.7
7. Grades on achievement in PE are given at regular intervals	500	88.7	499	88.5	49	60.5	45	55.6
8. There is a plan for evaluating improvment in growth and development	356	63.1	356	63.1	48	59.3	44	54.3
9. There is a plan for evaluating social and emothonal development	311	55.1	309	54.8	43	53.1	41	50.6

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GIRLS - IN PE WITH "NORMAL" PUPILS

	No.	%
...NS ON INSTRUCTI... IN PHYSICAL EDUCA... FOR THE MENTALLY	N=653	...O or NR
... the EDUCABLE ... satisfactorily	? 555	5.8
... TRAINABLE ... satisfactorily	s? 45	40.0
... EDUCABLE ... factorily in ... ould PE teach... rofessional p... ould teacher... E have some ... uld you pref... achers eve... uld recrea... ration in ... uld all wo... derstandin... uld colleg... creation f... you feel t... n help soci... t changes ... creation f... showed the m... more facilit... physical educ... the mentally r...	130	39.4
	in classes have with the MR? 561	7.0
	...ching 612	8.0
	489	8.0
	577	8.6
	574	5.5
	PE and 560	8.1
	and recreation development of MR? 628	3.7

...ction in ...ere not ...ecial t... ...ation ar... ...menta... ...es wi... ...ation; ...for ...ttention to

SUMMARY

...Replies were ...lies were from three population ...reas: 169 or ...lation; 357 or 54.65% from areas of 10,000 to 100... 100,000; and 15 or ... NR. ...lmost all sc... "normal" and ment... pupils. Of the total ... % primary; 3 or ...te; 198 or 30.32% ... high school; 15... ...or high school; 57 ...ded; with 8 ... ...n. Nearl all sc... coedu... ...52%.

...Schools enr... ...cable m... y = 564 or 86 ... trainable re... only = ... with both educ... = 70 or 10.72%. There were ...0 educable retarded ... 1,500 trainable retarded. How... pupils 16 schools had no ... and as to trainable retarded ... return.

...The experience in ...ers now teaching physical education was: MEN with 1-3 years = 159 or ... years = 259 or 39 ...; with over 10 149 or 22.81%; ...53% not replying ... with 1-3 years = with 143 school... ...%; with over ...36%; ...rn.

...The physical edu... ...ed of activities ... regularly each ... the schools ... ...e-ments; calisthenics, ... to teach; ... ...ghly organized games; physical fitness ...hms; simple games; ...ts; and track and field. Activities ... by 25% or more ... included: Bowling; corrective ex... ...cal play; racket ... and winter play.

...Facilities in the majority of sch... ...; athletic fields; basketball courts; gymnasium floor; hard surface out... ...unning track and ... shower and dressing room; and ball diamonds. ... not found in a ... of the schools are: bowling alley; camp site; swimming pool.

SUMMARY cont.

7. Equipment and supplies reported by three-fourths or more of the schools included: assorted sized rubber balls; piano or record player; play supplies;softballs,basketballs, volleyballs; supplies for tennis, paddle tennis, etc.; and tumbling mats. Less than half the schools reported to have playground apparatus, roller or ice skates, or table games supplies.
8. Participation of mentally retarded pupils in competitive sport programs of school or community was limited to intramural team sports and intramural recreation sports on teams with "normal" pupils. One half of the schools reported that the mentally retarded were on team sports with "normal" pupils, and about a half of the schools reported that mentally retarded pupils competed with "normal" pupils on intramural recreation sports on teams with "normal" pupils.
9. Test and evaluation procedures with the mentally retarded girls in one-half or more of the schools included: medical examinations given at entrance and when pupils are referred by teachers or nurses; daily observation of health signs; physical fitness testing; giving marks or grades on achievement in physical education; and that there was a plan for evaluating growth and development, and emotional and social development.
10. Opinions on instruction in physical education for the mentally retarded pupils as reported by the respondents included very strong agreements on the following: the educable mentally retarded can be successfully be taught physical education in classes with "normal" pupils, but that the trainable cannot be so taught; teachers of physical education who have mentally retarded pupils in classes should have professional preparation for work with the mentally retarded; all teachers whose duties include teaching physical education should have some professional preparation in physical education; all workers with the mentally retarded should have an understanding of physical education and recreation; recreation leaders with the mentally retarded should have professional preparation in recreation and for work with the mentally retarded; colleges and universities should add special courses in physical education and recreation for workers with the mentally retarded. There was almost unanimous feeling that physical education and recreation can help social and emotional development for the mentally retarded.

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Spring, 1966
12/19/66 DKB
N = 618 schools

American Association For Health, Physical Education and Recreation,
A Department of The National Education Association

PHYSICAL EDUCATION AND RECREATION FOR MENTALLY RETARDED PUPILS IN PUBLIC SCHOOLS

Findings of a national survey supported by The Joseph P. Kennedy Jr. Foundation
David K. Brace, Ph.D., Research Consultant

Final Report - Section X, GIRLS IN PHYSICAL EDUCATION CLASSES SEPARATE FROM THOSE FOR "NORMAL" PUPILS, N = 618 schools.

Of the total of 1,589 questionnaires from individual schools included in this survey, 618 schools reported that mentally retarded girls were taught physical education in classes separate from thos for "normal" pupils. The schools included 19 primary or 3.07%; 6 intermediate or .97%; 389 elementary or 62.94%; 51 junior high schools or 8.25%; 29 senior hign schools or 4.69%; 32 all graded schools or 5.18%; 91 ungraded schools or 14.72%; 1 school making no return. There were approximately 23,085 educable retarded, and 8,860 trainable mentally retarded girls in these schools. However, 87 schools reported no educable retarded, and 370 reported no trainable retarded.

Schools were located in three population areas: 119 or 19.25% were in areas of under 10,000 population; 340 or 55.02% were in areas of 10,000 to 100,000; and 142 were in areas of over 100,000 population; with 17 or 2.76% of schools making no return. Most of the schools were coeducational, 607 or 98.21%. Schools enrolling both "normal" and mentally retarded pupils numbered 503 or 81.38%; 15 or 2.43% of the schools were for special education only; 24 or 3.88% were for mentally retarded only; 24 or 3.88% were for educable retarded only; 47 or 7.60% were for trainable retarded only; with 5 schools making no return. Schools with educable mentally retarded only numbered 380, schools with trainable only were 79, schools with both educable and trainable pupils were 149.

The teaching experience in physical education of teachers now teaching physical education was: MEN with 1-3 years experience = 114 or 18.44%; with 4 - 9 years = 138 or 22.33%; with over 10 years = 70 or 11.33%; with 296 or 47.89% of schools not reporting: WOMEN with 1-3 years experience = 101 or 16.34%; with 4-9 years = 134 or 21.68%; with over 10 years = 90 or 14.56%; with 293 or 47.41% of schools not reporting.

LENGTH OF CLASS PERIODS IN PHYSICAL EDUCATION AND NUMBER PER WEEK

The mean length of periods for boys was 32.43 minutes, and for girls was 25.61 minutes. The mean number of periods of physical education per week was 3.44. However, 45.46% of the schools reported to have five periods per week.

PROVISION OF INSTRUCTION IN PHYSICAL EDUCATION

1. Physical education was taught to mentally retarded girls in classes separate from those for "normal" pupils in 618 schools.

2. Physical education was taught on some days in the same classes with "Normal" pupils depending on the kind of activities scheduled. N = 91 schools 9.58%

3. There was no formal instruction in physical education in these schools for boys in 51 or 8.25% of the schools, or in 52 or 8.41% of the schools there was no formal instruction in physical education for girls.

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GIRLS - IN PE CLASSES SEPARATE FROM
TROU[illegible]L" PUPILS

ACTIVITIES T… RETAR… PHYSICAL EDUCATIO… schools)			Zero or NR
1. Basic move… skipping,			2.4
2. Bowling; on… alle…		5	17.2
3. Calisthen… exerc… etc.		9	3.7
4. Corrective … ted physical educati…		1	10.0
5. Combative… sorts, tug-of-w…		8	13.8
Games de… directions,		7	3.7
…nastic … horses, …es, tramp…		1	11.…
…y org… ball, …igeball, etc	49.	4	6.…
…, wheth… band, etc.	45.	8	4.…
…l fi… row, pull-…	55.0	4	6.6
play; t… tennis, …	19.9	8	15.9
…; folk … ching, etc	57.3	6	3.9
games; l… es, etc.	49.7	3	1.6
…; tumbli… .	45.3	2	11.5
…ng, divi… etc.	…7.6	0	14.9
…ports; so… tball, …	…7.1	3	7.3
…and field … ong hikes,	…7.1	0	12.3
… play; ska…	…7.6	1	15.2

EQUIPMENT AND SUPP… USED IN …CATION OR REC… FOR MENTALLY RETARDED (per… schools)	Number & p…tages No.	%	% Zero or
…ted sized rubber balls			3.9
…ground appa… slides, swings, jungle gym, etc.			33.2
…ground appa… slides, jungle gym, horse, etc.			58.6
…ano, reord pl…			6.5
…oller skates, …			93.0
…ay supplies; bean bags, jump ropes, ribbons, etc.			12.8
…oftballs, bask… soccer balls, volleyball, etc			6.3
8. Supplies for t… ball, etc.			63.6
9. Table games su… hockey, etc.			80.3
10. Tumbling mats			33.3

FACILITIES AVAILAB… ED. FOR MENTALLY	ONE %	TW… No.		ZERO+… No.		REMAINDER %	
1. Athletic field.	1.6	404		…5	…7	.7	5.8
2. Basketball co…	4.4	306		…7		.8	7.1
3. …ling alle…	25.6	47		.7		.2	0.0
… site	27.0	23		…5		3	.7
…tive …	…4.1	75		.5	7	6	.7
…um fl…	…3	344	5…	7.8	107	0	2.3
…ll cour…	…0	80	1…	3.0	379	3	.7
…surface	7.9	349	56.	8.9	142	0	4.4
…g track,	7.6	167	27.	1.3	332	.7	.3
…and dr…	16.3	118	19	15.7		.2	1.1
…	24.8	60	9	7		.6	0.0
…	…0	262	42			.4	11.7
… court	…7	…5	…7	…2	…90	.4	2.6

GIRLS - IN PE CLASSES SEPARATE FROM THOSE FOR "NORMAL" PUPILS

RECREATION ACTIVITIES AVAILABLE FOR MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Cook-outs, camping, picnics, etc.	112	18.1	111	18.0	158	25.6	153	24.8
2. Dramatics, story plays, play acting,	310	50.2	311	50.3	51	8.3	51	8.3
3. Construction play; trails, dams, etc.	53	8.6	49	7.9	27	4.4	27	4.4
4. Music; singsongs, rhythm band, etc.	415	67.2	410	66.3	63	10.2	62	10.0
5. Nature play; trips, collections, etc.	266	43.0	262	42.4	62	10.0	63	10.2
6. Handcraft; modeling, weaving, etc.	421	68.1	411	66.5	98	15.9	95	15.4
7. Painting, sand craft, drawing, etc.	466	75.4	456	73.8	88	14.2	92	14.9
8. Social parties, dances, movies, etc.	356	57.6	353	57.1	113	18.3	114	18.4
9. Swimming, water games, boating, etc.	76	12.3	74	12.0	125	20.2	123	19.9
10. Sports; tennis, soccer, horse shoes	200	32.4	184	29.8	82	13.3	71	11.5

COMPETITIVE SPORT PROGRAMS PARTICIPATED IN BY MENTALLY RETARDED PUPILS	School Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %	Community Programs BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Intramural team sports (softball, soccer) on teams of MR obly	97	15.7	73	11.8	16	2.6	10	1.6
2. Intramural team sports (as above) on teams with "normal" pupils	117	18.9	86	13.9	62	10.0	27	4.4
3. Intramural team sports of MR vs. teams of "normal" pupils	30	4.9	19	3.1	5	.8	3	.5
4. Intramural recreation sports (tennis, etc.) on teams of MR only	34	5.5	30	4.9	11	1.8	9	1.5
5. Intramural recreation sports of MR on teams with "normal" pupils	61	9.9	48	7.8	19	3.1	15	2.4
6. Interschool team sports (as above) of MR vs. teams of MR from other schools	18	2.9	11	1.8	5	.8	4	.7
7. Interschool team sports on teams with "normal" pupils vs. mixed teams from other schools	41	7.6	14	2.3	11	1.8	6	1.0
8. Interschool recreation sports of MR vs. teams of MR from other schools	7	1.1	6	1.0	7	1.1	6	1.0
9. Interschool recreation sports on teams of MR with "normal" pupils vs. mixed teams from other schools	28	4.5	18	2.9	12	1.9	9	1.5
10. Interschool recreation sports of MR vs. "normal" pupils from other schools	11	1.8	7	1.1	5	.8	5	.8

TEST AND EVALUATION PROCEDURES USED WITH THE MENTALLY RETARDED	EDUCABLE N=618 BOYS No.	BOYS %	GIRLS No.	GIRLS %	TRAINABLE N=228 BOYS No.	BOYS %	GIRLS No.	GIRLS %
1. Medical examinations given annually	136	22.0	136	22.0	69	30.3	70	30.7
2. Medical exams given periodically every three or four years	165	26.7	163	26.4	68	29.8	69	30.3
3. Medical exams given at entrance and when pupils are referred to physicians	284	46.0	285	46.1	119	52.2	120	52.6
4. There is daily observation of health signs by teachers or nurses	458	74.1	460	74.4	184	80.7	183	80.3
5. Physical fitness tests are used such as the AAHPER fitness tests	172	27.8	169	27.3	30	13.2	32	14.0
6. Height and weight are recorded at regular intervals	448	72.5	449	72.7	173	75.9	172	75.4
7. Marks on achievement in PE are given at regular intervals	297	47.2	302	48.9	63	27.6	62	27.2
8. There is a plan for evaluating improvement in growth and development	301	48.7	306	49.5	115	50.4	114	50.0
9. There is a plan for evaluating social and emotional development	287	46.4	291	47.1	124	54.4	124	54.4

OPINIONS ON INSTRUCTION IN PHYSICAL EDUCATION FOR MENTALLY RETARDED PUPILS N=618	YES No.	YES %	NO No.	NO %	ZERO or NR No.	ZERO or NR %
1. Can EDUCABLE mentally retarded be taught satisfactorily in PE classes with "normal" pupils?	356	57.6	171	27.7	91	14.7
2. Can TRAINABLE mentally retarded be taught satisfactorily in same PE classes with "normal" pupils?	16	2.6	463	75.0	139	22.5
3. Can EDUCABLE and TRAINABLE mentally retarded be taught satisfacorily in same PE classes?	135	21.8	337	54.5	146	23.6
4. Should PE teachers with MR pupils in classes have professional preparation for the MR?	573	92.7	27	4.4	18	2.9
5. Should of MR who teach PE have some Professional preparation in PE?	591	95.6	9	1.5	18	2.9
6. Would you prefer the MR be taught PE by regular PE teachers even with no preparation for the MR?	343	55.5	232	37.5	43	7.0
7. Should recreation leaders with the MR have preparation in recreation and for the MR?	580	93.8	7	1.1	31	5.0
8. Should all workers with MR have a basic understanding of physical education & recreation?	564	91.3	32	5.2	22	3.6
9. Should colleges add special courses in PE and recreation for workers with the MR?	570	92.2	27	4.4	21	3.4
10. Do you feel that instruction in PE and recreation can help social & emotional development of MR?	604	97.7	0	0.0	14	2.3

11. What changes in your school would improve instruction in physical education and recreation for the mentally retarded? Answers were not tabulated, but inspection seemed to indicate that the most frequently mentioned answers were: a special teacher of physical education; more facilities and equipment for physical education and recreation; more time for physical education; improved understanding of the mentally retarded; better chronological grouping of the mentally retarded.

SUMMARY

1. This part of the survey deals with replies from 618 schools in which girls were taught physical education in classes separate from those for "normal" pupils.
2. One or more replies were received from nearl every state. Replies were from three population areas: 119 or 19.25% were from areas under 10,000 population; 340 or 55.02% were from areas of 10,000 to 100,000; 142 or 22.97%; and 17 or 2.75% NR.
3. These schools included: 19 primary or 3.07%; 6 or .97% intermediate; 389 or 62.94% elementary; 51 or 8.25% junior high school; 29 or 4.69% senior high school; 32 or 5.18% all grades; 91 or 14.72% ungraded; and 1 NR. There were approximately 23,085 educable MR with NR from 87 schools, and approximately 8,860 trainable MR with NR from 370 schools.
4. Schools enrolling both "normal" and mentally retarded pupils = 503 or 81.38%, schools for special education only = 15 or 2.43%, schools for mentally retarded only = 24 or 3.88%, schools for educable retarded only = 24 or 3.88%, and schools for trainable retarded only = 47 or 7.60%, with 5 schools making no return.
5. The teaching experience in physical education of teachers now teaching physical education was: MEN - with 1-3 yearsexperience = 114 or 18.44%; with 4-9 years = 138 o or 22.33%; with over 10 years = 70 or 11.33%; with 296 or 47.89% schools with NR. WOMEN - with 1-3 years experience = 101 or 16.34%; with 4-9 years = 134 or 21.68%; with over 10 years = 90 or 14.56%; and 293 or 47.41% of schools with NR.
6. The mean length of physical education periods for boys in these schools was 32.43 minutes, and for girls was 25.61 minutes. The mean number of periods per week was 3.44. However, 281 schools or 45.46% reported that they had five periods of physical education per week.

SUMMARY cont.

7. The physical education curriculum in two-thirds or more of the schools consisted,of: occasional or regularly each week, of: basic movements; calisthenics; games designed to teach; highly organized games; musical play, physical fitness tests; Rhythms; simple games; team sports. In half or more of the schools the curriculum consisted of basic movements and calisthenics given regularly each week. In one-third or more of the schools the activities taught regularly each week consisted of; Basic movements, calisthenics, games designed to teach, highly organized games,musical play, and simple games.
8. In at least 25% of the schools the activities never taught included: bowling on gym floor or in alleys; corrective exercises; combatives; gymnastic apparatus; racket play; stunts and tumbling; swimming, water games, and boating; track and field; and winter play.
9. In three-fourths or more of the schools there was one or more of the following facilities: athletic field; basketball court; gymnasium floor; hard surface outdoor area; and softball or baseball diamond. One-half or fewer of the schools had one or more of the following facilities: bowling alley;camp site; corrective exercise room; handball court or wall; running track and field; shower and dressing room; swimming pool; and tennis court.
10. Equipment and supplies for physical education and recreation in three-fourths or more of the schools included: assorted sized rubber balls; playground apparatus; piano or record player; play supplies; softballs, basketballs, etc.; and tumbling mats.
11. As to recreation activities one-half or more of the schools reported the following: dramatics; music; handcraft; painting or drawing; social parties, dances, movies, etc. In less than one-half the schools there were: cook-outs, picnis, camping; nature play, trips, collections; construction play, trails, dams, etc.;swimming, water games, boating; and sports such as tennis, horse pitching, soccer.
12. In less than one-fifth of the schools was any participation in competitive sport programs reported for either boys or girls. The greatest amount of participation, 18.93%, was in the case of boys participating in intramural team sports on teams with "normal" pupils
13. In three-fourth or more of the schools the only tests and evaluation procedures reported were daily observation of health signs and height and weight recorded at regular intervals. In 45% or more of the schools there were also the following test and evaluation procedures reported: medical examinations given at entrance and when pupils are referred; marks on achievement in physical education given at regular intervals; and a plan for evaluating growth and development, and evaluating social and emotional development. In only one-fourth of the schools was physical fitness testing done.
14. As to opinions on instruction of the mentally retarded in physical education one-half of the respondents believed that the educable retarded could be taught physical education in classes with "normal" pupils, but three-fourths of the respondents believed that the trainable retarded could not be taught successfully with "normal" pupils, and that the educable and trainable retarded should not be taught physical education in the same classes.
15. There was a 90.00% or more agreement that: physical education teachers who have mentally retarded pupils in classes should have some preparation for work with the mentally retarded; that recreation leaders with the mentally retarded should have professional preparation in recreation and for work with the mentally retarded; that all workers with the mentally retarded should have a basic understanding of physical education and recreation; that that colleges and universities should add special courses in physical education and recreation for workers with the mentally retarded; and that there was an unanimous opinion of respondents that instruction in physical education and recreation can help the social and emotional development of the mentally retarded pupils.